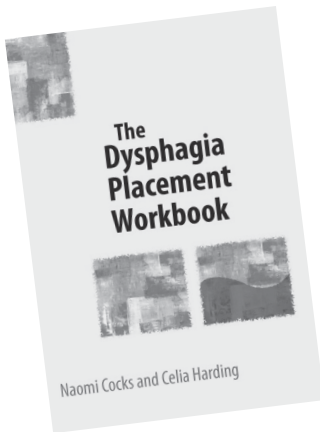
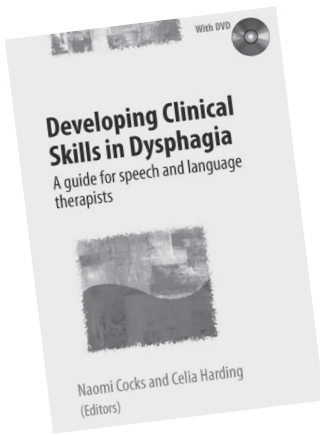


# Book Reviews

**Cocks, N. & Harding, C. (Eds) (2012) *Developing Clinical Skills in Dysphagia: A guide for speech and language therapists.***  
J&R Press Ltd. UK

**Cocks, N. & Harding C. (2012) *The Dysphagia Placement Workbook.***  
J&R Press Ltd. UK



*Developing Clinical Skills in Dysphagia: A guide for speech and language therapists* has been produced to support clinical educators supervising newly qualified therapists (NQT) or SLT students on clinical placements with a focus on Dysphagia. The contributors are experienced Speech and Language Therapists who work in a range of clinical and/or academic settings. It has been designed to use alongside *The Dysphagia Placement Workbook* (outlined below), with a focus on UK and Australian competencies and clinical guidelines. In chapter 1 the rationale behind the student workbook is explained with suggestions on how best to use it. Examples of student activities (which range across both paediatric and adult client groups) are provided and are supported by reference to the evidence base and matched against RCSLT Competencies (2003), RCSLT Knowledge & Skills Framework (KSF) Guidelines (2005) and Speech Pathology Australia (SPA) Dysphagia Competencies (2004). Chapter 2 reports the experiences of clinicians who ran Dysphagia clinical placements using *The Dysphagia Placement Workbook*. Advantages, challenges and essential tips for running a Dysphagia

clinic alongside reflections on the usefulness of the workbook are discussed. Chapter 3 focuses on supporting students and NQTs in the writing up of case notes, and check lists and examples of case note entries and reports (including videoflouroscopy reports) are provided. Chapter 4 provides useful templates and checklists for taking client history. Chapter 5 advises how best to use the included DVD when supporting students on clinical placement. This DVD is an excellent resource and includes video clips with demonstrations of how to thicken fluids, carry out an oro-motor examination and swallow screen, and preparing and carrying out a videoflouroscopy swallow study. In addition, video clips include a videoflouroscopy of someone with a normal swallow, an elderly individual with a normal swallow and an individual who aspirates. Chapter 6 provides suggestions for additional learning activities and projects which facilitate the student and NQTs in contributing to the service. Chapter 7 presents answers to the pre-placement quizzes in The Dysphagia Placement Workbook and provides references which students can be directed to for further reading.

*The Dysphagia Placement Workbook* was developed as part of a research project that investigated the change in student knowledge and confidence following a 5-day Dysphagia clinical placement, and was further developed following feedback from clinical educators and students who had trialled the workbook. It was designed to develop basic Dysphagia competencies in undergraduate students and NQTs. The book firstly introduces pre-placement preparation for students, encouraging them to refer to standards of proficiency and consider duty of care and ethical issues. Two pre-placement quizzes are provided for student completion, testing their basic knowledge of Dysphagia, oral hygiene and aspiration pneumonia. The answers are presented in *Developing Clinical Skills in Dysphagia: a guide for speech and language therapists* rather than the student workbook. Resources such as references to peer reviewed publications, clinical guidelines (UK & Australia) are provided at the start of each section promoting the link between theory and practice. Various activities are presented for students to complete while on clinical placement including, General observations & communication status; Mealtime observations; Information gathering; Oral motor assessment; Oral trial; Clinical documentation – reporting in the case notes; Management; Videoflouroscopic swallowing study (VFSS); Fibreoptic Endoscopic Evaluation of Swallowing (FEES); Clinical documentation – report writing; Thickened

fluids; Modified diets; Working with others, and finally Non-oral feeding. There is also a Dysphagia Placement checklist for students to note the completion date of each activity, record any appropriate comments and a section for Clinical Educators to sign upon completion. For some of the activities the students are referred to the oral motor examination, swallow screening and videoflouroscopy video clips in the DVD which is included in the *Developing Clinical Skills in Dysphagia: a guide for speech and language therapists*.

*Developing Clinical Skills in Dysphagia: a guide for speech and language therapists* and *The Dysphagia Placement Workbook* are excellent resources for supporting NQTs as well as SLT students preparing for and making the most of their clinical placement. It provides a useful structure for a Dysphagia clinical placement ensuring that essential aspects of Dysphagia are covered by students through carrying out various quizzes, activities and projects. While the resources encourage active learning, students are reliant on their clinical educator to provide some essential resources such as the answers to the pre-placement quizzes, DVD video clips and sample templates which are provided in the clinician guide rather than the student workbook. However, where both the Clinical Educator and SLT student/ NQT utilise the guide and workbook as a package this would greatly enhance any clinical placement with a focus on Dysphagia.

Helen Kelly, PhD, Department of Speech and Hearing Sciences, University College Cork, Cork, Ireland. E-mail: Helen.Kelly@ucc.ie