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| **Name & Surname** |  | **Trainer Name** |  | **Date of Course** |  |

**Please rate your knowledge from 1-5 for both before and after the course**

1 = not at all familiar, 2 = slightly familiar, 3 = somewhat familiar, 4 = moderately familiar, 5= extremely familiar

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| **Learning Outcome** | **Before the course** | **After the course** | **Please write a reflection of what you will take away from each outcome** |
| 1. You understand symptoms of dehydration and the importance of early intervention to prevent UTIs. Staff understand that there are no accurate dehydration screening tools that can be used with older people |  |  |  |
| 1. You can use person-centred care when making an action plan to prevent dehydration in those at high risk. They understand that increasing fluids is more important than getting the correct amount when the correct amount is unfeasible and can ask the individual why they are not drinking. From their answer, an action plan can be made |  |  |  |
| 1. You understand the common hydration myths and can explain these to an individual receiving care |  |  |  |
| 1. You know that dip testing is not accurate in cases of UTI's as bacteria may be present without infection. They can use the Assessment Tool to evaluate chances of an infection |  |  |  |
| 1. You can use the Nutritional Checklist to monitor risk of malnutrition and know how to act and prevent need for referral. When necessary, staff understand when to refer |  |  |  |
| 1. You understand how to use MUST and to formulate an action/care plan relevant to the score. |  |  |  |
| 1. You understand basic nutritional needs and can communicate these to help people make informed decisions without imposing their own health beliefs. Staff understand different people have different needs and can follow nutritional guidance given |  |  |  |
| 1. You can differentiate nutritional requirements for people with specific needs and write or follow nutritional guidance as part of a care plan (i.e. people who are underweight) |  |  |  |
| 1. You can follow a food first approach for individuals with malnutrition and understand how to promote good nutrition including offering snacks and smaller but more regular meals where appropriate |  |  |  |
| 1. You are able to identify effective strategies to promote good hydration, including selecting enjoyable drink options, scheduling fluid intake at appropriate times, prioritising sugar-free beverages to prevent oral health issues, and recommending hydrating foods for individuals who may be hesitant to drink. |  |  |  |
| 1. You understand healthy weight and how this can vary in older age and can promote weight maintenance or supportive weight loss as directed only by a dietitian |  |  |  |
| 1. You understand that physical movement plays an important part in health and can supervise and encourage activity as appropriate |  |  |  |
| 1. You understand nutrient density of foods including an understanding of micronutrients and the importance of protein in diets. Staff understand a varied diet should be encouraged |  |  |  |
| 1. You understand the importance of Vitamin D (100mcg a day) and can explain these to individuals to help them make informed decisions and can contribute to best interest decisions as appropriate for their role and the individual they are caring for |  |  |  |
| 1. You can monitor individual's diabetes and can recognise red flags that require urgent attention |  |  |  |
| 1. You can monitor dysphagia and choking risk and can recognise red flags that need urgent attention |  |  |  |