

Project Title

Adaptation of EatSafe SG e-learning materials to effectively communicate EatSafe concepts to Food Service (FS) staff in Changi General Hospital

Project Lead and Members

Project members: Lim Shu Chuin, Ling Ping Sing, Chong Hui Hsien, Ong Li Jiuen

Organisation(s) Involved

Changi General Hospital

Healthcare Family Group(s) Involved in this Project

Allied Health

Applicable Specialty or Discipline

Nutrition & Dietetics

Aims

To modify the EatSafe SG e-learning materials to cater to their learning styles and conduct interactive theory training sessions to improve their knowledge of the new EatSafe terminologies and testing methods.

Background

All FS staff must undergo e-learning training under the EatSafe SG initiative to standardize dysphagia diet and fluid terminologies in Singapore. However, 98% of the staff are English-illiterate and non-tech savvy, making the e-learning mode not feasible for staff with different learning needs.

Methods

- The e-learning materials were modified for face-to-face training.
- Jargon and non-essential parts were removed.
- EatSafe testing methods were demonstrated live.

- Training sessions were conducted in English, Chinese, and Malay to address diverse FS staff demographics.
- E-learning quiz was condensed to an abridged printed version.
- Post-training evaluation questionnaire consisting of 5 simple binary questions was conducted verbally.
- A focus group consisting of 11 randomly picked participants was also conducted to gather qualitative feedback post-training.

Results

- 100% of staff were happy with the pace and class size of the session.
- 100% of staff agreed there were sufficient videos and live demonstrations by trainers.
- 100% of staff agreed that the sessions were conducted in a language they understood.
- 70% obtained full marks for the quiz.
- 22% scored 19/20.
- Participants who did not score full marks had their wrong answers re-explained to them.

Lesson Learnt

- Virtual training may not be feasible for FS staff with different learning needs.
- Modifying e-learning materials and adapting training styles can successfully educate FS staff on new terminologies with high satisfaction rates.
- Feedback provided by staff should be taken into consideration when planning future training sessions.

Conclusion

Modifying the e-learning materials and adapting training styles have allowed successful education of FS staff on the new EatSafe terminologies with a high satisfaction rate. Future training sessions should consider staff feedback for further improvements.

Project Category

Training & Education

Learning Approach, Team Based Learning

Keywords

EatSafe SG, Food Service Staff Training, E-learning Adaptation, Dysphagia Diet, Multilingual Training

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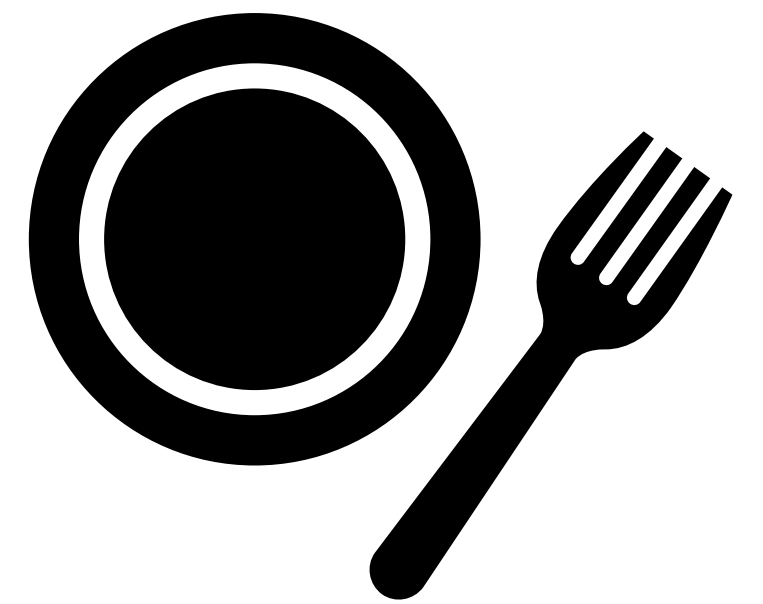


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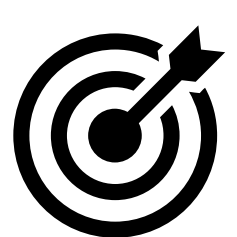
INTRODUCTION & AIM



All FS staff must undergo e-learning training under the EatSafe SG initiative to standardize dysphagia diet and fluid terminologies in Singapore. The e-learning consists of self-reading of several slideshows and completion of a knowledge quiz.



Our problem:
98% of the staff are English-illiterate, non-tech savvy, and e-learning mode may not be feasible for staff with different learning needs.



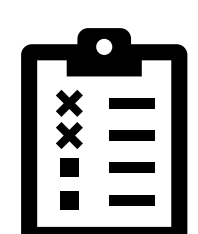
Our aim:
To modify the EatSafe SG e-learning materials to cater to their learning styles and conduct interactive theory training sessions to improve their knowledge of the new EatSafe terminologies and testing methods.

METHODOLOGY



The e-learning materials were modified for face-to-face training in lieu of digital self-learning:

- ✓ Jargon and non-essential parts were removed
- ✓ EatSafe testing methods were demonstrated live
- ✓ Training sessions were conducted in English, Chinese and Malay (mixed language sessions) to address the diverse FS staff demographics
- ✓ E-learning quiz was condensed to an abridged printed version



A post-training evaluation questionnaire consisting of 5 simple binary questions was conducted verbally to measure staff satisfaction and feedback.



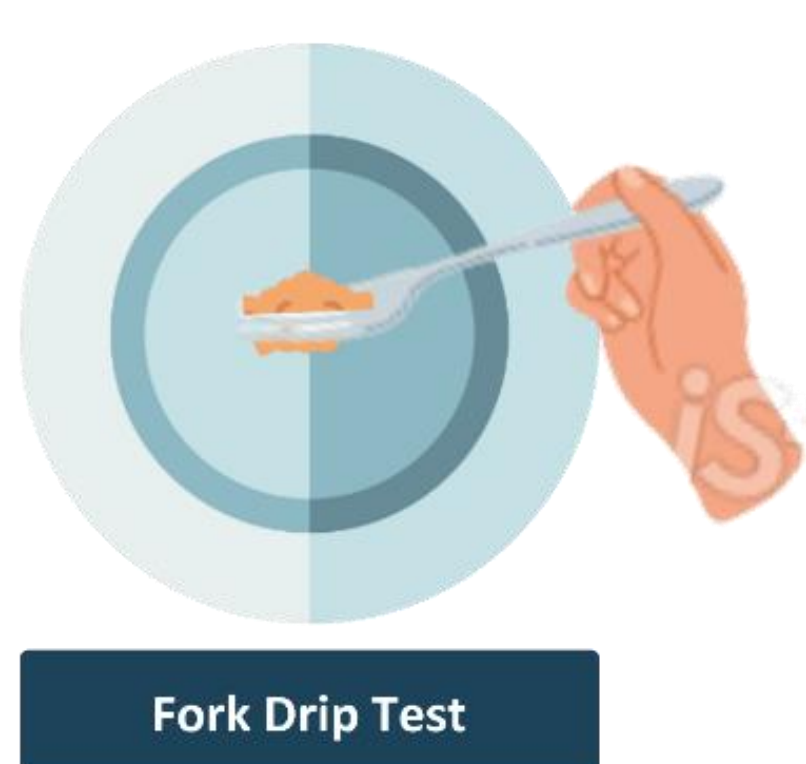
A focus group consisting of 11 randomly picked participants was also conducted to gather qualitative feedback post-training.



Fork Separation Test



Fork Pressure Test

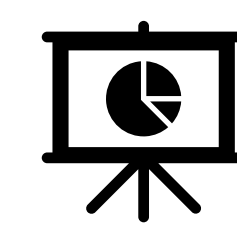


Fork Drip Test



Spoon Tilt Test

RESULTS



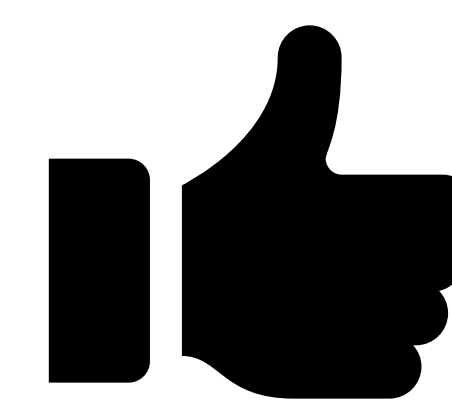
- ✓ Four theory sessions were conducted
 - 8 to 16 participants per session
 - Total of 44 participants attended

70% obtained full marks for the quiz

22% Scored 19/20

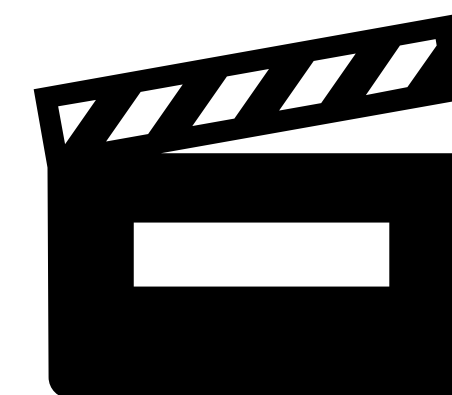
Participants who did not score full marks had their wrong answers re-explained to them.

- ✓ Post-training evaluation questionnaire revealed:



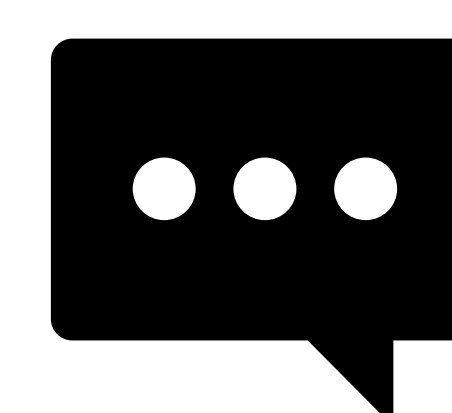
100%

of staff were happy with the pace and class size of the session



100%

of staff agreed there were sufficient videos and live demonstrations by trainers



100%

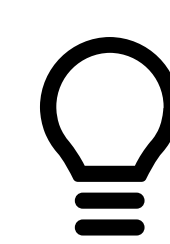
of staff agreed that the sessions were conducted in a language they understood.



- ✓ Focus group feedback session revealed:

- Staff suggested language-differentiated sessions (*instead of mixed languages in 1 session*)
- They enjoyed peer-learning in group setting
- Might be helpful if content is also available in Chinese (*currently full English*)

CONCLUSION



Virtual training may be the way forward for most professional groups, however it may not be feasible for our FS staff who has different learning needs.

Modifying e-learning materials and adapting our training styles have allowed us to successfully educate them on the new EatSafe terminologies with high satisfaction rate.

Feedback provided by staff will be taken into consideration when planning future training sessions.