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Innovative practice education adding value to services in the community through evidence based interventions
At the centre of DMU’s engagement strategy is our award-winning Square Mile programme. Launched in 2011.

Square Mile / #DMULocal uses DMU’s academic expertise and a network of student volunteers to offer potentially life-changing services in the Leicester community.

Funded 0.5 wte and 0.4wte SLTs for fixed term
Aims of the DMU SLT Centre:

Develop and maintain excellent clinical educational opportunities that contribute to the education of highly skilled and professional students for the future workforce.
The centre works as part of the established Leicestershire Partnership Trust (LPT) Speech and Language Therapy Service to provide an additional service to children, young people, adults and families across the local area.
The centre aims to provide assessment, direct intervention and training support both onsite and across health, social care and education settings in the local area.
Welcome to the webinar:

Students: an essential part of your workforce

18th January 2017

#RCSLTwebinar

We follow the guidelines and advice of the RCSLT in developing the centre and its activity
Since October 2016…
Placement models

- ‘First Appointments’/ review sessions - outpatient clinic
- Language groups in education settings
- Working with people with Dementia and their carers
ICAN Early TalkBoost

Over 2 academic terms-12 students ran ETB groups in 3 educational settings

Students delivered 2/3 sessions per week with remaining session carried out by trained member of staff

9xweek of 2nd yr SALT placement

• Evaluation Report 2015
Students working with clients with Dementia

October – December 2016, working with people with Dementia and their carers in their own homes and in care homes.
Early onset Dementia

- Conducting conversation partner training with individual’s with EOD and their partner’s

Effective for PWA Simmons-Mackie et al (2010), Anna Volkmer – Better conversations

Delivery
- Peered students
- Conversational analysis
- Personalised strategies
Working within the Care Home

• Running a Cognitive Stimulation Therapy (CST) group – residents with dementia
  Evidence-based programme recommended for PWD by NICE guidelines (2006) and the Alzheimer’s report (2011) as well as guidelines from Royal College of Speech and Language Therapists

• Working 1:1 with residents – life story work
  Systematic review – positives for clients, carers and families (McKeowen et al 2006).

• Training
  – Communication
  – Dysphagia
Outcomes

- Contributes to 24 DMU student SLT placements
- Capacity – 17% of fourth year and 23% of second year placements
- Resits/ deferrals over the summer
On a placement day….

- 1 therapist
- 4 students
- 16 children

- 1 therapist
- 4 students
- 14 PWD and 2 family carers
Children, families & Education

Placement capacity
Caseload Capacity
Service Delivery
Liaising/working within settings
Training and skill development
FYPC Outcomes

24 children have benefitted from 3x weekly language groups

6 early years practitioners have been trained to deliver ICAN ETB

18 parents attended a parent workshop to discuss strategies to support SLCN
ICAN ETB – DMU Students 2016/17

The data shows a trend of improvement in all areas, with the greatest percentage increase in the areas of ‘Attention and Listening’ and ‘Understanding of words and sentences’.

Lessons learned about timing of data collection within academic year

![Graph showing percentage of children working at expected level before and after Early Talk Boost (3-4 years)]
“Thank you for the help and advice today. Now we have more of an idea about how to help him with his language skills. We will be doing some of the games Lucy (SLT student) did with him.”
“I feel independent as I get to plan the sessions, talk to teachers, give feedback and run the sessions every week.” - 2nd Year SLT Student

“I feel the group management skills I’ve developed are exceedingly valuable and can be taken with me into my professional life.” 2nd Year SLT Student
“‘I’ll really miss having the students in school. My son loves the groups and tells me he did talking games at school. I can tell he knows some new words now. Thank you.’

Parent, Primary School, Leicester
Outcomes

Evidence-based intervention

Students knowledge and skills – ready for practice

Increased well being and conversation success

Client/carer feedback – IMPACT

Needs-led service/knowledge of SLT

Service delivery
Living well with Dementia

Person with Dementia

Carer/family

Environment
What I have learned......
(Comments from 4th year students)

- Independence and resilience

- Confidence

- Working collaboratively – peers and staff

- Positive feedback – making a real difference
I would like to tell you how much P has enjoyed and benefitted from his speech therapy sessions with you. He looked forward to them and showed more enthusiasm for them than he has about anything in a long time. Thank you for bringing to me a little bit of him that had got lost……..

(Client’s wife)
Clients/staff from the care home

Nice being with other people, talking to people you have probably seen around but not had the chance to talk to them.

I have enjoyed it.

I was very happy with the input from the students. They were very professional. We would welcome DMU SLT students back anytime.

(Care home manager)

I have enjoyed it.

(Care home manager)
Changes in communication
Conversation training

I benefitted from the word finding strategies as much as P (client). We now don’t have to call broccoli – green cauliflower! (Client’s wife)

Our communication skills did improve during the weeks of the course and have continued to do so since (client’s wife)
What would I say to anyone being offered this service? Grab it with both hands (client’s wife)
Looking ahead

Continue to offer excellent clinical educational opportunities that contribute to the education of highly skilled and professional students for the future workforce.
To work with the expertise and knowledge of the LPT NHS provision to enhance the service for local children/adults with a range of SLCN
To maintain and develop relationships with local education settings / care settings that we have been working with as well as build new links with settings and clinicians that are approaching us for involvement.
Students as a resource – service delivery

• **58** adults and children with SLCN received input that would not have been available to them without this partnership and student involvement.

• Students develop skills to be the therapists of tomorrow

• Evidence based Intervention

Maximising Impact
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