Supporting Your Career Journey

*Resources*

Amit Kulkarni & Katie Chadd
RCSLT Research and Development Team
RCSLT Website

• Clinical Webpages
  – Information on role of therapist, assessment, therapies, and wider context
  – Research papers on all topics

• Research Centre
  – Carrying out research
  – Overview of evidence based practice
  – Case studies
  – Joining networks
  – Journal access
RCSLT Website

• Professional development
  – Finding and recording CPD activities
• Position Papers and Resource manuals
• CQ Live
  – This is a ‘live’ resource applicable to all speech and language therapists (SLTs) providing guidance on how to meet standards across a range of topics SLTs come across
  – Includes scenario activities for you to work through, and contribute to CPD
  – Examples: Service User Interests, Knowledge & Skills, Keeping Records
RCSLT Resources

• E-learning
  – Clinical decision making tool, Research under the spotlight, An Introduction to EBP

• Journals access
  – International Journal of Language and Communication Disorders (inc. app version) plus access to over 1000 other journals

• Publications
  – Monthly Bulletin magazine, e-newsletter and Research Newsletter

• Minor Grants Applications
  – Help with funding CPD and research projects
RCSLT Social Media

@RCSLT
@RCSLTLearn
@RCSLTResearch
@RCSLTPolicy
@RCSLT_Bulletin

RCSLT
RCSLTResearch

Webinars
_My Journey_ : Patient stories
Leadership
Lectures
RCSLT Networks

- Research Champions
- Hubs
- CENs
- ResNetSLT
RCSLT Advice

• General enquiries

• Research/EBP enquiries

• Clinical academic career enquiries

• Membership enquiries
Online Resources

• SpeechBITE
  – A database of intervention studies in SLT that rates the research, using the PEDro-P rating scale, to help you identify more robust research

• S4BE
  – Students 4 Best Evidence (S4BE) is a growing network of students from around the world, who are interested in learning more about evidence-based healthcare (EBH). They are always keen for contributors - a great item for your C.V.!

• ASHA
  – American Speech-Language-Hearing Association has lots of resources and EBP pages across clinical areas
  – Evidence maps- Clinical topics with guidelines, current research, systematic reviews and ratings of quality.
Online Resources

• What works
  This brings together evidence-based speech, language and communication interventions for children, and grades the interventions in terms of strong, moderate and indicative levels of evidence.

• Cochrane training
  – Involving people online learning- service user engagement
  – GRADE approach slidecasts- critiquing studies
  – Interactive Learning: Conducting an Intervention Review- carrying out research

• INVOLVE from NIHR
  – Supports public involvement in NHS, public health and social care research.
  – Resources to help develop public involvement in research
"Evidence-based medicine is the integration of best research evidence with clinical expertise and patient values."
Sackett et al., 2000
In your clinical practice, which resources could you use to enable you to be an evidence based practitioner, across all three areas?
Supporting Your Career Journey

Policy context and resources

Najmul Hussain, Policy Officer
Youth justice

England and Wales

**Activity:** Development of Justice Evidence Base

- **Impacts:**
  - RCSLT invited as a key stakeholder to a policy workshop for secure schools alongside the chair of the YJB and the Justice Minister.
  - RCSLT was proactively engaged by MoJ civil servants further to the publication of the Justice Evidence Base to discuss SLCN in youth justice and the community, in order to make a case for the Minister to prioritise SLCN.
  - The Justice Evidence Base has been published by multiple organisations including the Youth Justice Board’s Youth Justice Resource Hub. The report has also been disseminated by justice sector professionals across both domestic and international networks.

Northern Ireland

- **Activities**
  - Meeting with the Minister for Justice - Minister requested the Justice Evidence Base paper
  - Meetings with members of Justice committee and Health committee
  - Ongoing correspondence with the Youth Justice Agency

- **Impact:** An SLT post in youth justice has been announced.
Work, health and disability

England, Scotland and Wales

Activity: Lobbied government departments to include role of speech and language therapists in supporting people into work.

Impacts:

• *Improving Lives: The Work, Health and Disability Green Paper* featured two case studies involving speech and language therapists.

• RCSLT was engaged as a key stakeholder throughout the consultation period.

• RCSLT is the only AHP that was invited to join the Round Table of Royal Colleges chaired by the UK’s Deputy Chief Medical Officer Gina Radford.

• RCSLT has now been invited to contribute to the statement for action for how work is good for your health.

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*Case study – Robert*

“Robert, a secondary school teacher had a very severe stroke in September 2012. This led to paralysis of the right side of his body and his speech and reading abilities were affected by aphasia. He was determined to return to work, but even if the school could accommodate his wheelchair, he could not resume teaching until his speech was at the level required in the classroom to be understood.

“Subsequently, Robert received individual speech therapy and also joined the local aphasia group where he presented weekly topics to the group and received feedback on his intelligibility. After 18 months of therapy, Robert began a phased return to work. During the first academic year, this was based around sixth form supervision and the following academic year it included a return to some teaching of younger years pupils. Robert’s speech and language therapist completed the “Allied Health Professions Advisory Fitness to Work Report” to guide his employers on the level of support which was required for his return to work. For example, he needs extra time for written work so as not to compromise on accuracy.

“Today, Robert works four short days per week and teaches whole classes of year 7 and 8 pupils. He also attends after school meetings and parents’ evenings as required.

“To get to this point, Robert received community speech therapy for some 18 months. This sounds like a long time to invest resources in the rehabilitation of an individual. It is but as a direct result, not only has Robert’s life been transformed it has also saved him living on 20 years’ worth of sickness benefits.”

An account from his treating speech and language therapist – Provided by Royal College of Speech and Language Therapists
does not stop at University!

• Giving Voice Toolkit – available on http://www.givingvoiceuk.org/resources/

• RCSLT Local Influencing Pack – available on www.rcslt.org

• If you have an interest in a specific clinical area, get involved in a CEN

• Have a look at our twitter feed @RCSLTPolicy

• Ask us!
• Influence
• Evidence
• Outcomes

BE A FRUIT LOOP IN A WORLD FULL OF CHEERIOS
Why should YOU know?

Employers are now seeking for Newly Qualified Speech and Language Therapists to have an understanding about policy

- Inform
- Patient Centred
- Understand (role changes, SEND reforms, NHS Five Year Forward review, Carter review)
<table>
<thead>
<tr>
<th>Skills</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Analytical/ Judgmental</td>
<td>Negotiation and Problem solving Skills</td>
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<tr>
<td></td>
<td>Demonstrates good analytical and reflection skills</td>
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<tr>
<td></td>
<td>Well developed concentration skills</td>
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<td></td>
<td>Good auditory discrimination skills and ability to transcribe speech phonetically</td>
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<td></td>
<td>Knowledge of assessment tools relevant to the client group</td>
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<tr>
<td>Planning &amp; Organising</td>
<td>Prioritisation skills</td>
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<td></td>
<td>Good organisational skills</td>
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<td></td>
<td>Knowledge of a range of appropriate therapeutic interventions (relevant to the client group)</td>
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<td></td>
<td>Awareness of standards of record keeping</td>
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<td></td>
<td>Knowledge of national policies and procedures (relevant to the client group)</td>
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<tr>
<td></td>
<td>Awareness of the principles of clinical governance/audit</td>
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<tr>
<td>Information resources</td>
<td>Good presentation skills, both written and verbal</td>
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<tr>
<td>Communication</td>
<td></td>
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Experience of training other professionals

Awareness of the current political changes and pressures affecting the NHS
Thank you for listening

For further information please email info@rcsilt.org
Twitter @RCSLTpolicy
Supporting your career journey

**RCSLT Communities**

Kaleigh Maietta
Events and Member Engagement Officer
Community

• /kəˈmjuːnɪti/

• the condition of sharing or having certain attitudes and interests in common
Social communities
What makes a professional community different?

- Your access to the profession
- Advice and professional help
- Find people interested in the same things as you are in both a professional and personal context
- Helps to spread best practice
- Helps to build resilience
What’s out there for me now?

- Hubs – geographical networks of SLTs
- CENs – clinical or interest-based networks of SLTs
- Research champions – SLTs interested in research
- Learning champions – SLTs with great connections to CPD
- Giving Voice – SLTs with an interest in influencing
...and what’s out there for the future?

- RCSLT Advisers
- Clinical academic mentors
- Leadership mentors
- CEN/Hub steering groups
How will that help me find a job/start my first role?

• When you’re looking for job adverts, who do you ask?

• If you come across a role in an area you haven’t worked before, who could you ask for information on what the day might look like?

• If you’re thinking of moving for your first role, who could give you advice about your new location?
What networks are available to help you achieve your professional goals?

How could you start to get involved in your local networks?
Thank you!

Kaleigh.maietta@rcslt.org

@RCSLThubs
Supporting your career journey as newly qualified practitioner

Dominique Lowenthal
Head of Professional Development
and so the adventure begins
The journey to becoming a fully practicing SLT

I think I might train to be a Speech and Language Therapist…

I’ve started my journey as a student

I’ve registered with HCPC and I’m now a Newly Qualified Practitioner

My NQP Framework has been signed off and I’m now a fully practising member

Keeping my knowledge and skills up-to-date (CPD)

Lifelong learning (CPD)

Curriculum guidance and NQP Framework
You said, we did...

An end to end view of the knowledge and skills you’ve developed over the course of your career that is linked to the HCPC CPD standards, your employers needs, your needs and was easy to use.
You’ll be doing your NQP competencies

- It’s a great time in your career
- It’s acknowledged that you’re just starting out
- You’re still learning every day and shaping what you’ll decide to do in the future
- The NQP framework is a symbol of the RCSLT giving space to allow NQPs time to reflect and develop in those important early stages
- It is changing to better suit your needs (based on what you’ve told us would be helpful)
You’ll be doing your NQP competencies

<table>
<thead>
<tr>
<th>Key elements</th>
<th>Old</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor ‘signs it off’</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Supervisor must be a RCSLT member</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Supervisor must be at least 2 years qualified</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Collect evidence to support competencies</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Complete between 1 – 2 years</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>About 30-40 competencies</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Can have more than one supervisor across the period</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Can collect evidence but cannot be signed off as a volunteer</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Includes professional competencies (e.g. prioritisation)</td>
<td>(Yes)</td>
<td>Yes</td>
</tr>
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### Planned improvements

<table>
<thead>
<tr>
<th>How the NQP framework will change</th>
<th>Old</th>
<th>New</th>
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<tbody>
<tr>
<td>Can be signed off and submitted ‘digitally’</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Can link to other frameworks e.g. dysphagia</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Includes ability to include relevant <strong>context specific</strong> competencies (e.g. adults, schools, NHS or private)</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>See an overview of your progress with ‘one click’</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Suggest resources that might help you complete your NQP</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Work on mobile devices</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Builds directly on the RCSLT guidance for the curriculum</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>More equitable across NQPs (e.g. expected to provide similar evidence)</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

You might be the first to help shape and inform the new framework so that it really works for you…
Get involved…

You’re invited!

- A regular monthly user panel to help test and inform the project as we go.
- A project blog to share updates and invite feedback from all members
- To test the new areas of the website (CPD diary, communities, search features etc)

https://rcslt-digital-project.org/
What knowledge and skills do you think you will need to develop in your first year after graduation?

(Be as broad or specific as you like!)