

Welcome to the webinar:

Students: an essential part of your workforce

18th January 2017

#RCSLTwebinar



Welcome



Victoria Harris
Learning Manager, RCSLT

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Chair of webinar:



Victoria Harris
Learning Manager, RCSLT

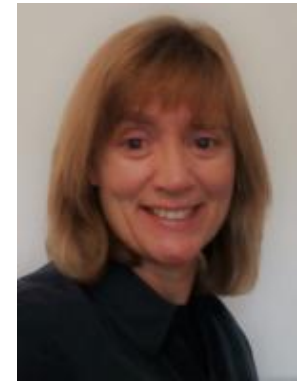
Presenters:



Julie Lachkovic
Head of Speech Pathology
Programmes, Manchester
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Janet Wood
Practice Education Lead,
University College London



Janice Maughan
SLT, Airedale NHS
Foundation Trust

Objectives

After attending this webinar, you will:

- Understand how students can fit into your working day
- Be aware of the range of activities students can undertake
- Be confident you can use your existing skills to identify student development needs, monitor progress and support change
- Be aware of a range of innovative practice education models and how to apply these
- Know where to look for supporting resources



Julie Lachkovic

Head of Speech Pathology
Programmes, Manchester
Metropolitan University

Benefits of taking a student

Julie Lachkovic

Manchester Metropolitan
University 

Consideration of:

1. Who benefits when a practice educator takes a student for a clinical placement?
2. What are the benefits?
3. How do benefits vary across placement modes?

Who benefits?

Stakeholders in clinical placements

- Practice educator
- Student
- Client
- Clinical service
- 'Settings' e.g. schools, care homes etc.
- University
- SLT Profession

Practice educators

- Taking students on placement represents an additional responsibility.
- It is highly valued by students and crucial to the life of our profession:

'I want them to know that we're thankful for them having us there'

Year 2 student

'Placements are so valuable and have provided such good experience. Felt really well supported throughout and appreciate the hard work that goes in to arranging them.'

Final year student

Benefits for Practice Educators

Overall clinical educators report that student education is an enjoyable experience for them and they identify significant benefits:

- Practice educators view educating students as *an aspect of CPD* - developing their teaching and supervision skills and allowing them to be updated regarding recent literature/resources that may not be readily available in their setting. It is also an arena to further *develop their communication skills and strategies*.
- Practice educators report that educating students *develops their clinical reasoning skills* through case discussion with students
- Students bring new eyes and perspectives and act as a catalyst for Practice educators' *reflective practice* by providing opportunities to reflect and explore their understanding of their own practice (e.g. explaining your conceptual frameworks and how you integrate theory and practice can consolidate your understanding and interpretation)

Benefits (continued....)

- By taking students on placements, practice educators strengthen a culture of learning in SLT practice, making a significant difference to client care experience and clinical effectiveness
- Practice educators access information about other service models and practices, as students arrive with a range of experiences and ideas
- Students can share your workload
- Students can develop resources or complete projects (e.g. quality assurance) that you would like done
- The continuing relationship with universities may involve tangible rewards such as access to professional development, university library access, opportunities to participate in shared work with university staff and easier recruitment of new graduates

Pick your benefits - variation across placement modes

Student placements come in a range of shapes and sizes and there are opportunities and challenges which vary across services settings and placement modes e.g. single student/remote supervision/paired supervision vs short or long block/day release)

Pick your benefits - single student placement

Opportunities	Challenges
<ul style="list-style-type: none">• Easy to 'fit in' logistically,• Allows focus on developing student's experience and skill• One report to write• Develops practice educators' mentoring skills	<p>Practice educator may need to develop skills to build report with specific students</p>

Pick your benefits - Peered student placement

Opportunities	Challenges
<ul style="list-style-type: none">• Peers support one another and plan together,• clinical discussion can be facilitated,• Practice educator can simplify complex activities to give students different roles,• students learn from watching and challenging each other.• Allows practice educator to develop leadership and management skills	<ul style="list-style-type: none">• May require more physical space• Very different students may require different support techniques

Pick your benefits - Remote supervision

Opportunities

- Student/s undertake work in separate location,
- facilitates specific project work,
- develops student/s organisational and reporting skills,
- gives students confidence,
- develops leadership, management and coaching skills for practice educators, who can continue with other planned work;
- clearly defined practice educator/student engagement times

Challenges

- Requires set-up time to ensure clear scope is established and shared across setting, students and practice educators,
- students need good evaluation skills

Benefits for clinical services

- Students working within your organisation allows you and them to see if they are a good fit for your team (try before you buy!)
- Attract staff with the right values to aid recruitment
- Receive funded places on practice educator preparation courses
- Practice educators can often access university resources
- Opens up opportunities for collaborative project work through student dissertations

Information taken from:

Bay & Courtney (2013, p.363); James Cook University (2011); McAllister & Lincoln (2004, p.27-28); QOTFC (2007); Thomas et al. (2007)

References

Bay, U. and Courtney, M. (2013). You become the supervisor. In K. Stagnitti, A. Schoo, & D. Welch (Eds.), [Clinical and fieldwork placements in the health professions](#) (2nd ed) (pp. 355-347). Melbourne, Victoria: Oxford University Press

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Speech Pathology Australia (2005). [Position Statement Clinical Education - The importance and value for the speech pathology profession](#).

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Janet Wood

Practice Education Lead,
University College London

Using your Current Skills to Support Student Education



As an SLT you already have many of the skills you need to support student progress



problem
solving

Role of a Practice Educator

Assessor

Provider of opportunities

Educator

Mentor

Role model

Counsellor

Transferrable skills – recognise these?

- Creating learning opportunities
- Providing models and feedback to support change
- Breaking complex tasks into achievable goals
- Matching observed skills to specific criteria

Creating learning opportunities

	SLT Clients	Students
Emerging skill – needs structured support	Direct intervention: clear modelling and feedback of skill.	Student ‘has a go’: PE gives structured feedback.
Skill demonstrated once – now needs to generalise	Opportunity to practice skill in real life situations.	Expand caseload – more settings/ more complex clients etc.

Providing models and feedback

- Build on knowledge of giving feedback (balanced, specific, timely, objective etc).
- Use ‘tricks of the trade’ for difficult feedback, such as:
 - keep a record and refer back to it
 - use video
 - be solution focused
 - liaise with colleagues



Breaking down complex tasks

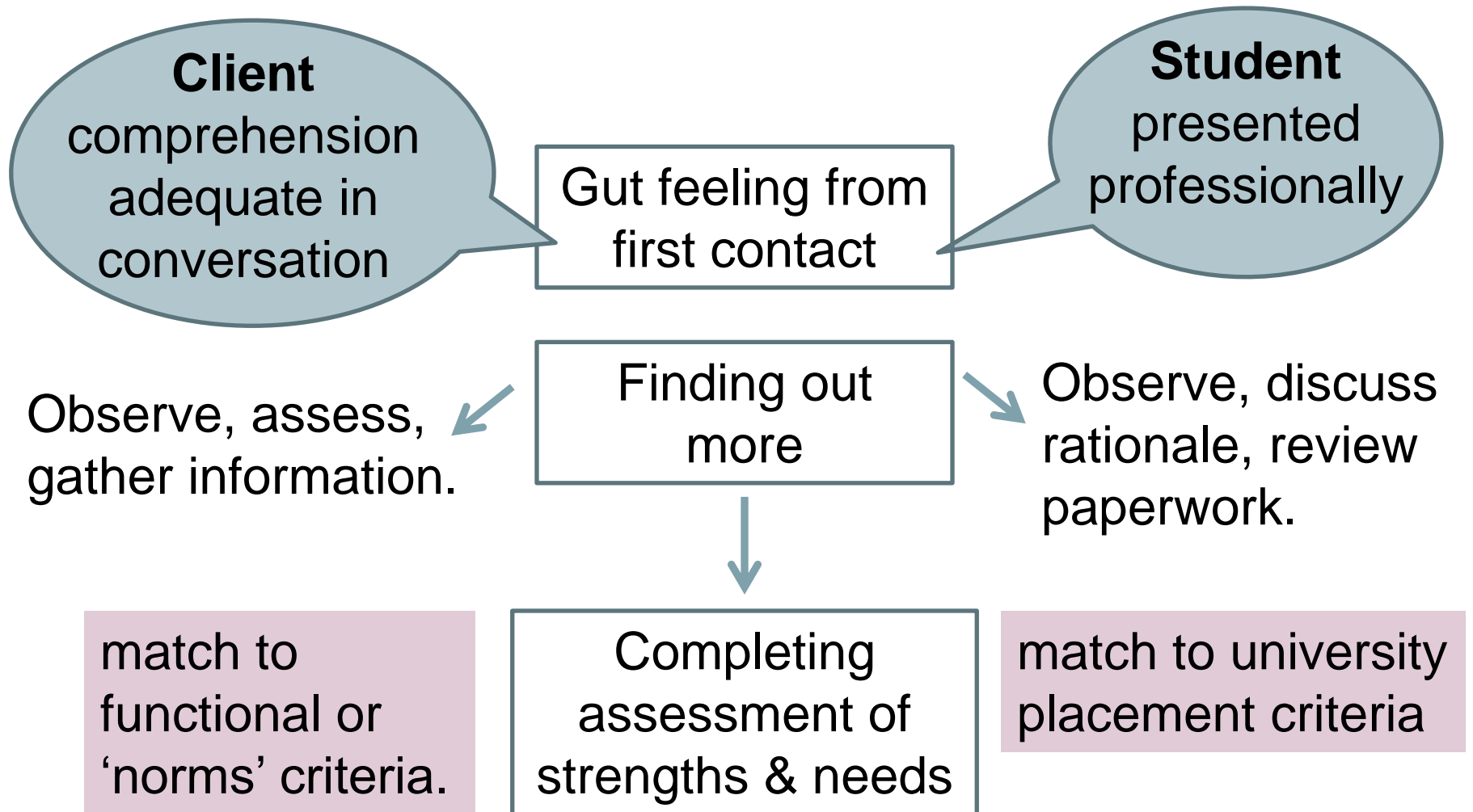
- Even the hardest, most risky parts of your job have easy elements within them.
- Students can have a go at elements of most things, even if they can't do the whole task

New drivers build up motorway skills on faster 'A' roads and dual carriageways before trying the real thing.



Student SLTs can build up skills for difficult MDT meetings by doing the pre-meeting preparation, taking notes etc.

Matching skills to criteria



You can do it!

- Whatever you need to do in order to
 - Educate
 - Assess
 - Model
 - Support
- Relate the skill to working with your clients then adapt it to working with students.



Janice Maughan
SLT, Airedale NHS
Foundation Trust

Initial experience of a long-arm placement

Janice Maughan
Airedale NHS Foundation Trust

Motivators

- Develop readiness for autonomous practice
- Pressure on clinician time/availability
- Addressing core skills
- A break with traditional models of clinical education and placements

The placement

- Setting
 - Large high school with a SEN support unit and designated specialist provision (DSP) for pupils with autism.
 - Identified mentors in the setting
- Individual placement for 6 weeks for a third year student on final block placement
- 2 days per week in school
- 2 days per week in clinic

Support

- In school
 - SENCO and deputy
 - Specialist teaching assistants
- In clinic
 - Lead educator
 - SLT colleagues

Plus pre-placement and ongoing support from the university

Role of the student

- Formal/informal assessments.
- Observations within student support and mainstream classes.
- Written reports and verbal feedback to teaching staff and learning support assistants.
- Targets and programmes of work.
- Providing resources.
- Working with learning support assistants.

Role of the practice educator

- Provide 'traditional' clinical educator role for one day per week in clinic.
- Liaise with the mentor in school prior to mid-placement and final feedback.
- Discussion of placement aims.
- Use knowledge of the setting, staff and resources available to support student learning and the school.
- Provide a timetable for support and discussion.

Feedback from the setting

- School
 - Very professional... she just got stuck in... built relationships with staff and students... proactive”
 - “Nothing has changed since her mid-way review, we are very happy with her placement and will really miss her. Can only say good things.”

Feedback from the student

“The placement was absolutely amazing, as I was able to work completely autonomously, similar to the situation I will be in when starting a job as a therapist.

I was placed in a secondary school where I received close support from the teaching staff and SENCO. One day a week I saw a speech and language therapist whom I could ask for additional support regarding the placement...

Feedback from the student

...Both the school staff and the speech and language therapist provided excellent support to help me learn from this great experience. I could truly grow from being able to work autonomously and most importantly, given the trust from my supervisors to do so.

I would recommend such a placement to any third year speech and language therapy student as I think the experience was crucial for me to develop confidence and a repertoire of ideas for different professional situations.”

Core skills

- Ability to make autonomous decisions, as appropriate. Ready to commence independent practice.
- Initiates and sustains appropriate professional relationships and can work as part of a team.
- Recognises and can work within the boundaries of role.
- Can manage own caseload e.g. prioritisation

What support is available to me?

- Information for practice educators:
https://www.rcslt.org/members/pre_registration_education/information_for_practice_educators
- ‘Practice makes perfect’, Bulletin (March 2016, p20)
https://www.rcslt.org/docs/bulletin/2016/mar_2016
- ‘Innovation through reflection and collaboration’, Bulletin (January 2017, p18-19)
https://www.rcslt.org/docs/bulletin/2017/jan_2017

Settings for placements

**Students can and do work
wherever clinicians work
e.g...**

Settings for placements

Child:

Triage clinics in health centres or children's centres

Cochlear implant centres

Community clinic

Nursery schools

Schools



Settings for placements

Adult:

Community – hospital setting e.g. running a Parkinson's group; outpatient clinic

Specialist services, e.g. fluency, voice

Care home/nursing home visits

Acute settings

Rehab inpatients

Brain injury unit

Home visits



Settings for placements

ALD:

Home visits

Community centres

Colleges

Residential centres



Settings for placements

‘Long arm placements’/emergent role placements:

- Criminal justice sector (mentored by probation service)
- ALD sector (within residential centres, mentored by staff in the centre)
- Dementia – in a nursing home
- Secondary school



Any questions?