

***Practice* Based Scenario**

**Influencing strategy around communication**

**About this document**

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, eg as part of an RCSLT Hub or Clinical Excellence Network.

This document is broken into six parts:

1. **The scenario:** for you to read
2. **The issues to consider:** for you to gather your thoughts on practice issues relating to this scenario
3. **Next steps:** for you to plan out what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:** links to professional guidance
6. **Update your CPD diary:** for you to do
7. **The scenario**

**You have been invited to represent speech and language therapy at a regional health and social care disability event. At the workshop they launch a health inequalities strategy.**

**You were not previously aware of this initiative and feel that you and other SLTs have missed the opportunity to contribute.**

**You feel the strategy is missing important information from the experts who support people with communication difficulties and individuals themselves. A review date is advertised.**

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**What do you do in this scenario?**

1. **The issues to consider**

**What do you need to consider?**

Think about the above scenario and its implications and jot down your notes about issues you may need to consider. Please feel free to use extra sheets of paper if you need. Or, if you are in a group, you may like to record on a whiteboard or flipchart.

1. **Next steps**

**What steps do you think you need to take next?**

1. **Prompts for consideration**

Although it is a shame that communication needs were not addressed as part of the first draft, it is good that you have been invited to attend the event. As there is a second review date you do still have an opportunity to influence at that stage. Furthermore, it could provide a chance for you to raise awareness of SLCN and also help you to develop your own skills in influencing and working at a higher level. However, you should still consider carefully how you might proceed.

Remember that if you are faced with a similar situation you will need to think about it in relation to the frameworks within which you work, such as the Health and Care Professions Council (HCPC) Standards, RCSLT professional guidance and resources, local and national policies and also policies of your employer (or your own policies if practising independently).

Please note that this list is not exhaustive and does not constitute legal advice.

**Prompt questions to consider**

1. Who was involved in developing the strategy? Do you have a relationship with any of them already?
2. Why was speech and language therapy not involved in the first place?
3. Is it your role to get involved and if so, how can you negotiate this?
4. What risks are there – and to whom - if you do not get involved?
5. What skills, knowledge and evidence can you bring to the review?
6. Which other SLTs should be involved?
7. What approach will you take when suggesting changes?
8. How much time can you realistically commit?
9. Who needs to agree your involvement internally?
10. What other impact could arise from developing partnerships with other agencies?
11. What impact may your involvement have on general perceptions of the role of SLTs?
12. What CPD opportunities might this offer?
13. How and with whom can you share your learning?

**Possible next steps**

1. If you are employed, discuss with your manager. Be prepared to argue the case for your involvement with a list of benefits for service users and risks if you don’t get involved.
2. Find others who can support you in developing this material as it would benefit from a cross team approach.
3. Discuss the approach with the information manager.
4. Once you have an agreed plan you can make a start!
5. **Sources of further information**

**The following information in the professional accountability and autonomy, and professional guidance sections of the RCSLT website is also particularly relevant:**

1 – [Promote and safeguard the interests of service users and carers](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-5)

2 - [Communicate appropriately and effectively](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-6)

6 - [Manage risk](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-10)

[Inclusive Communication](https://www.rcslt.org/inclusive-communication)

**External resources:**

[NHS England Accessible Information Standard (2015)](http://www.england.nhs.uk/ourwork/patients/accessibleinfo)

Working through this scenario counts towards your continuing professional development (CPD). Once you have completed this scenario, please record this learning and your reflections in your CPD diary.

1. **Update your CPD diary**

Working through this scenario counts towards your CPD. Once you have completed this scenario, please record this learning and your reflections in your CPD diary.