



Royal College of Speech and Language Therapists

RCSLT National Student Study Day

Thursday 7 December 2017

Crowne Plaza Birmingham City Centre, Central Square,
Birmingham, B1 1HH

Workshop pro forma

15.20 – 16.05: Getting ready for landing: Practical scenarios and discussion in finding your first roles

Please get into groups of 2-3 and select 2 client specific questions and 2 general questions from the list attached. Feel free to make notes below:

Question 1:

Question 2:

Question 3:

Question 4:

CLIENT SPECIFIC QUESTIONS

ADULTS

Female LB, aged 68

This lady is an out patient

She had a CVA 1 year ago

Surgery for breast cancer 4 years ago.

She is dysarthric.

Respiratory status: uses suction daily and at mealtimes. History of recurrent chest infections.

Has been on soft diet and thickened fluids since in patient episode.

Her weight is steady.

She is fed by one caring relative

Mealtimes are slow.

How would you prioritise the patient-urgent or routine?

Then outline your assessment and management plan.

Male BB, aged 92

This gentleman is an out patient

He had a CVA 5 years ago

He is diabetic and has COPD

He is dysarthric.

Referred because of recent history of chest infections.

Has been on soft diet and thickened fluids since in patient episode 6 months ago.

He appears to be losing weight.

He lives with one caring relative

Mealtimes are slow.

How would you prioritise the patient-urgent or routine?

Then outline your assessment and management plan.

A client arrives for a session in a distressed state. She shows you bruises and says that her husband has hit her. What would you do?

Please give examples of 3 adult communication assessments outlining the benefits and any disadvantages of each.

Can you give an example of a good evidence base for working with one aspect of adult SLT intervention?

How would you respond to the comment that speech and language therapy for people who have dysphasia is a waste of time?

CHILDREN

You have been allocated a 7 year old with DLD for therapy. Assessment carried out 3 months ago using the CELF shows 16th centile for expressive language and 2nd centile for receptive language. How would you plan your first session of therapy? What types of activities would you do and what would you be aiming to achieve?

You have been allocated a 6 year old with severe dysfluency for therapy.

In the session parents report they are concerned the stammer has deteriorated and the child can tell you quite frankly about the talking situations he avoids at school and at home. How would you plan your first session of therapy? What types of activities would you do and what would you be aiming to achieve?

You have been working with a 3 year old boy with a language delay and a complex medical condition in nursery. At your recent visit his key worker reports that he has started coughing at snack time when encouraged to eat apples or oranges and has been away from nursery with a chest infection. They ask you for your opinion, as they are quite concerned.

What would you do?

What would you need to take into consideration when recommending Makaton signing to support a child's communication development?

A teacher is concerned that you have discharged a child in her class that is presenting with a speech delay. How would you manage this situation?

You are seeing a child in school. She takes off her cardigan. She has bruises on her arms. She tells you that her mother's boyfriend has hit her.

What would you do?

You will be carrying out treatment with families who may be anxious about their child and ask you for ongoing therapy sessions even at the end of the child's intervention. How would you respond to this?

What would you do if a health visitor contacts you to raise a safeguarding concern around a child you are currently working with? How would this influence your next session with the family?

Talk us through a child you have worked with to support their communication needs. Explain the rationale for the assessments undertaken, targets set and model of intervention offered.

SLTs have to work with a wide range of professionals to get the best outcomes for children such as teaching assistants, SENCOs, Physios. What makes good team working in a school environment?

GENERAL QUESTIONS

Talk us through a reflection of a clinical situation that did not go very well. What would you do differently?

Team working can be excellent but also sometimes challenging. Talk us through an example where there may have been difficulties when working alongside others, showing us what you did to manage the situation and how it ended.

Explain to us the importance of 'throughput' in a speech and language therapy service. How will your work contribute to managing the service waiting lists?

Tell us about a specific client you have worked with. Describe their communication needs, your involvement and the outcome.

X is a multicultural city with areas of social and economic disadvantage. How would you expect this to impact on the speech and language therapy service?

What do you understand the function of the RCSLT and HCPC to be?

What comprises a quality speech and language therapy service?

Tell us about your knowledge and experience of outcome measures within speech and language therapy.

In some settings you will be working with speech and language therapy support practitioners. What do you understand the role of the speech and language therapy support practitioner to be?

You are concerned that the speech and language therapy support practitioner is not following the programme you have drawn up for a particular client. How would you address this?

What do you want to get out of working in X.

Describe a situation where you disagreed with a supervisor.

Tell me about a time you had a conflict at work.

Tell me about a situation where you had to solve a difficult problem.

Describe a project or idea (not necessarily your own) that was implemented primarily because of your efforts.

Do you feel you work well under pressure? If so, describe a time when you have done so...

Give me an example of a time when you motivated others.

Tell me about a time where you had to delegate tasks during a project.

Give me an example of when you showed initiative and took the lead.

Tell me about a time when you missed an obvious solution to a problem.

Tell me about your proudest professional accomplishment.

Please describe your strengths.

How can you demonstrate to us that you have and will embrace continuous learning and self-reflection?

Please describe key factors you see as important in prioritising cases following initial assessment.

What is your understanding of the current pressures within the NHS affecting SLT services?

Could you tell us what qualities you possess that make you a positive team player?

What is the role of an SLT in the acute hospital setting? (Could equally be changed to community setting).

If you are successful what do you expect from us?