



LEEDS
BECKETT
UNIVERSITY

Adult SLT telehealth placements

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Aims



Secure quality placements to ensure students develop the clinical skills needed by the workforce



Work in partnership with NHS and Independent Practice colleagues to support service delivery to clients



Develop telehealth placements to sustain and expand placement capacity

Practice-based learning



Deconstructed practice-based learning elements



Identified essential client facing work to develop communication and interpersonal skills



Developed a wide of range learning activities to ensure all 'Core Skills' could be met, based on HCPC Standards of Proficiency for SLT



For example, case studies, clinical decision-making scenarios, workshops, projects

Client facing adult work

Recruited volunteers through NHS, charitable organisations & personal contacts

Provided 'extra' input

For example speech programmes, language activities, voice strategies

All input supervised, with sessions observed online as needed

Students planned and carried out sessions, made resources, reflected

Did 'mock' care plans, session plans, case notes, reports

One to one work

15 students on adult placement, 6 weeks, 4 days a week

32 volunteers seen

- Stroke, Parkinson's Disease, Multi System Atrophy, Dementia, Traumatic Brain Injury , Acquired stammer, Professional voice users

115 sessions provided

Added value - volunteers were all on non urgent caseloads and no routine care provided during Covid-19 lockdown 1.0

Group work

Partnership work with London based independent SLT – Talkabout Speech Therapy

Running a communication café for people with a range of neurological conditions

Social communication support to help manage isolation in lockdown

120 client sessions provided over 6 weeks

Ongoing partnership

Client feedback

On line speech therapy with X worked amazingly well. I learnt a lot. I am sure X did too.

It's helped me in lockdown

Half way between formal SLT and conversation practice

Increased opportunity to work with students – different synergy and approaches

Student feedback

Even though it's not face to face, my confidence is still growing and my clinical skills are still growing!

I never imagined that remote therapy sessions could be so effective and most of the time it felt like I was in the same room as them.

...the opportunity to be more autonomous

RCSLT Practice-based guidelines 20-21

Lead author for interim guidance, published Sept 20, for academic year 20-21



Key recommendations

Minimum 25% direct client facing work

Wide range of other learning activities to support HCPC SOP development

All SLTs to provide 25 days placement supervision per year, unless other local agreements in place (aims to increase capacity)

HEE TECS* placement expansion

*Technology enabled
care services

Successful £50K bid for TECS placement expansion

4:1 supervision models – Adult Learning Disabilities, school based, adult neuro

Developing simulation packages – case studies on range of clients

Whole SLT service training day – available to all students via telehealth

Developing telehealth training placement in Care Homes, 6:1 ratio

Trial interdisciplinary telehealth placements – with nurses, physios, dieticians

Summary Telehealth best practice

One to one work with client and MDT

Communication café groups – Neuro, Down's Syndrome, stammering

Increasing student : educator ratio

Creative learning activities and project work

- Case studies covering a wide range of clients
- Workshops
- Making communication passports and therapy resources
- Making information and advice videos eg; voice care
- Audits eg; goal setting documentation

Outcomes



All 2019-20 students completed placement and graduated



All 2020-21 placement taken place, so far...



Positive partnership working with NHS and Independent Practice colleagues – regular contact & monthly online meetings



Telehealth placements are helping to expand placement capacity