

# DELIVERING “IN-HOUSE” TELEHEALTH PLACEMENTS



# OVERVIEW

The following slides provide snapshots of four of our clinical placements that have been delivered via telehealth post COVID-19: Aphasia centre; Memory and Life Story Group; “Moving Up” Transition Support; and Sheffield Aphasia Group.

The accompanying document “**Providing Placements “in-house”**: **Our Response to the Covid-19 Pandemic**” summarises our key learning points in relation to telehealth delivery.

Many thanks to our partners in the NHS, local voluntary networks and all clinical staff at HCS.

# APHASIA CENTRE

- In usual times, students work one-to-one (or in small groups) with people with aphasia on goal-focussed therapy. In our aphasia cafe there is an opportunity for supported conversation with other people with aphasia. See [here](#) for further information.
- In summer 2020, final year students worked in pairs with individuals with aphasia using the telehealth platform Whereby to offer therapy or supported conversation, both of which helped to reduce isolation for this potentially vulnerable group of adults. This model continues through the 2020-21 academic year.
- The following slide shows feedback from the people with aphasia who engaged in this placement.



# CLIENT FEEDBACK

The students helped me a lot talking-wise

Talking online is more tiring

I got a lot out of it. They (the students) said they did so I was proud of myself

Really enjoyed it – looked forward to it!

Use a black marker pen (not a biro) if using pen and paper

I liked it

Hiding the student who is observing was useful

Nice to talk. First time I met someone new online

Seeing people, helping people

I can't thank you enough – I have something to put in for your students. Gives me a purpose

Boosting my confidence to talk online – I talk with my friend online now

# MEMORY AND LIFE STORY GROUP SUMMER 2020

- In usual times, students work together with people living with dementia and their carers to create a 'life story': usually a book, representing key memories and stories. See [here](#) for further information.
- In summer 2020, final year students engaged in remote life story sessions via *whereby*. Students developed creative ways to engage clients.
- In the new academic year, the online life story group continues with students using the HCS clinic as a base for telehealth delivery.
- The following slide shows feedback from the people with dementia or their carers who engaged in this placement.



I was so happy to hear P talking with you, I feared he would never regain his chatter. I'm very grateful to you. It's great to think we managed with the technology and it will be a real benefit to P and hopefully the students. Yesterday was one of the nicest days since lockdown. Thank you so much.

It's nice to chat with the students as it is in the life story group but we miss the social element, sitting and chatting to others and the stimulation that provides

## CLIENT AND CARER FEEDBACK

The technology has been surprisingly easy, somehow I have coped better with my hearing, perhaps as it's a smaller group and less distractions.

We like chatting with the students, we like to feel we are helping them with their career whilst they're helping us to remember the happy things about our lives

Others might be used to talking on computers, it is new and alien to us, but we have got used to it.

# ‘MOVING UP’ TRANSITION SUPPORT

- This was a new collaboration placement with HCS and Sheffield Children's NHS Foundation Trust developed during a particularly challenging time for young people.
- Final year students worked with children and young people from Y6 and Y11 to support their transition to secondary school and further education. Most of the clients had an education, health and care plan.
- Students had 1-2 clients each but supported each other in pairs. They used email, phone calls and video calls with clients, parents and schools to develop bespoke activities and resources to support each individual's transition.
- The placement was carried out independently by the students with remote supervision and weekly catch ups with supervisors.



## ‘MOVING UP’ PARENT FEEDBACK

“J and I have really enjoyed working with C over the summer. C always made the sessions interesting and enjoyable for J and he loved the thought and detail she put in to making personalised resources for him. We have always found that regular speech therapy intervention has done J the world of good. He had some just before he started reception which brought him on loads, and these sessions with C have done the same. They have prepared J so well for starting secondary school and having the confidence to have some conversations with his peers. J went to school full of confidence and we are thrilled so far that he has been able to make little steps to getting to know others in his class. C will make an excellent speech therapist and would be a valuable asset to any team and employer. We pass our thanks to C and feel that this scheme would really benefit other children in summer 2021 before they start secondary school.”

# ‘MOVING UP’ STUDENT FEEDBACK

“Interacting online makes sharing materials simple, and you are able to provide access to much more through links (and so on) than you would be able to via printing (without weighing them down with excess paper)”

“With the ongoing situation as it is, the placement was very good in terms of learning about providing support remotely.”

“I was able to work collaboratively, and deliver useful sessions to parent and child to prepare them for transition into secondary school”

“I loved the autonomy - the work was very independent, but still had plenty of access to support from my placement partner, the rest of the group and the tutors.”

# SHEFFIELD APHASIA GROUP ON ZOOM

- Prior to COVID19, Sheffield Aphasia Group, a peer-led support group for people with aphasia and their families, met fortnightly at a community centre.
- During lockdown, one clinical member of staff and two final year students worked with the peer leader to support him to host and facilitate the group via zoom.
- Students have commented on the value of this social collaborative approach working with the peer leader. The peer leader commented: “It’s great - couldn’t do it without you”
- The group continues and new students engage with this placement opportunity on a rolling basis.



It's keeping me sane - I look forward to it.

It'll be sad to finish

I'm loving every moment of it!

## STUDENT FEEDBACK

Watching people with aphasia support others with aphasia has taught me so much - they really are the experts.

The group allowed me to see a social model of aphasia support in action, as the consistent attendance of many members was a testament to its valued place in their weeks.

People with aphasia say more in the zoom group than in the other meetings

## GROUP MEMBER FEEDBACK

The atmosphere is the same online as when we meet in the community centre

# LOOKING AHEAD

We continue to learn as this new academic year progresses as well as learning from the experiences of our colleagues in other institutions and our external Practice Educators.

If you have any queries about our clinics please feel free to contact our placements team on [hss-placements@sheffield.ac.uk](mailto:hss-placements@sheffield.ac.uk) who will be able to respond to or redirect your enquiry.

*HCS Clinic Team – November 2020*