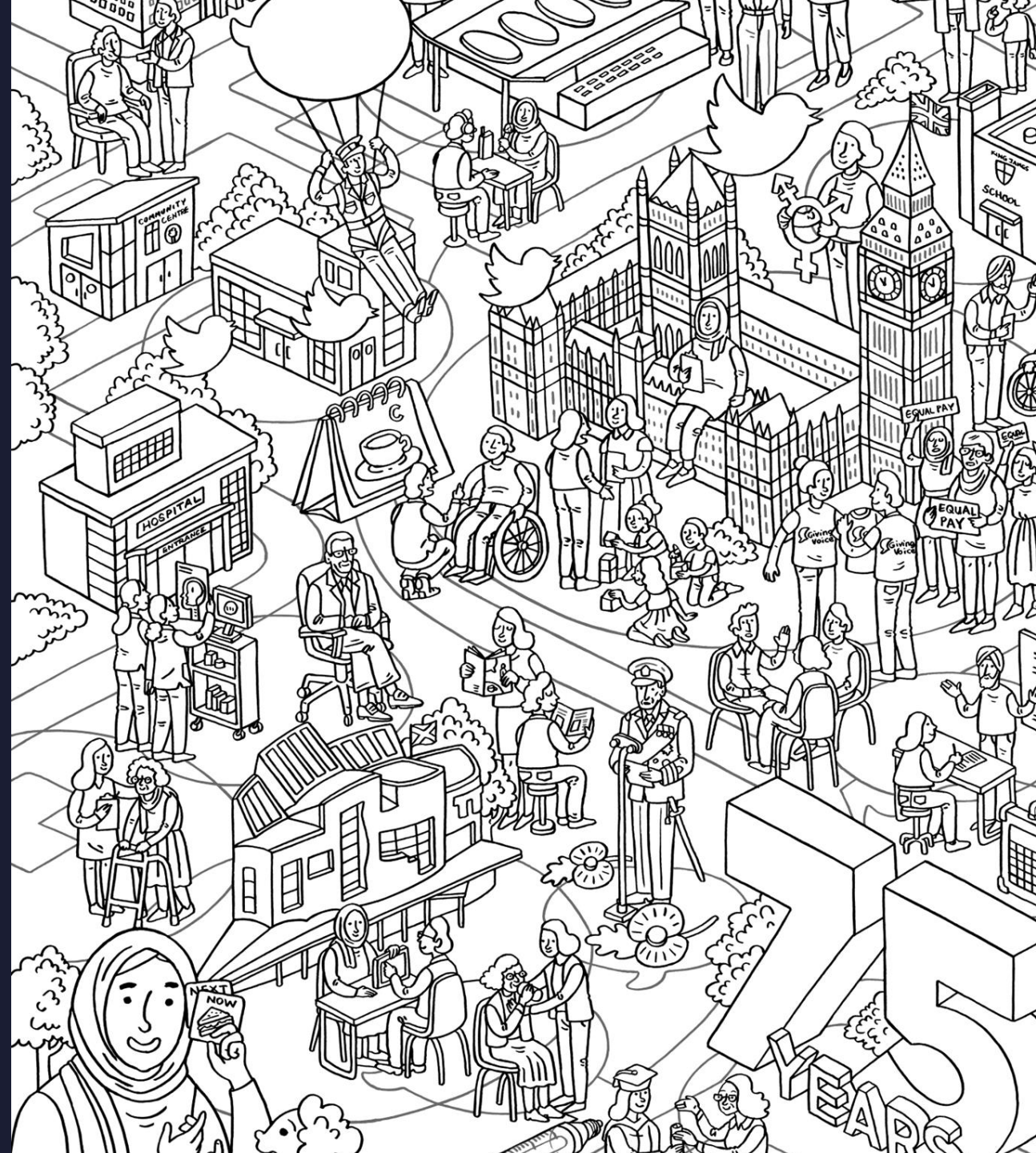




Implementing practice placements with EDS difficulties

Practice placements and the RCSLT pre-registration eating, drinking and swallowing competencies webinar series

24 June 2021



Chair

Judith Broll

Director of professional development,
RCSLT



Housekeeping

- RCSLT staff are on hand to help with any technical queries, you can get in touch with them via the chat button
- You can send in questions to our speakers today by using the Q&A button
- This event is being recorded and will be made available on the RCSLT website along with the presentation slides
- We would be very grateful if you would fill out the evaluation form that will pop up in a new window once the webinar window closes.

Introduction

- From writing to implementation
- Looking at the 'how to' of the competencies
- This week – rationale and Hours
- Next week -Signing off competencies/end-point assessment

Presenters



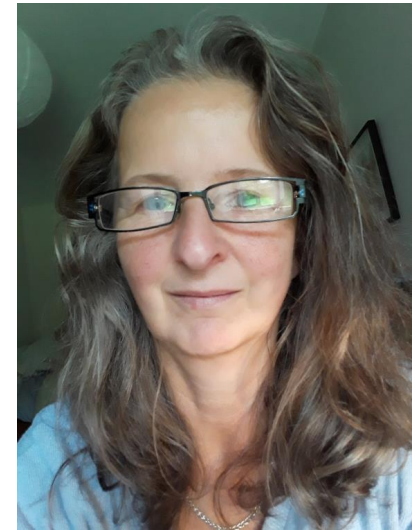
Hannah Crawford

Professional head of speech and language therapy, Tees, Esk and Wear Valley NHS Foundation Trust, and lead author of the competency framework



Síofra Mulkerrin

Clinical lead SLT – adult acute, Addenbrooke's Hospital, Cambridgeshire University Hospitals NHS Foundation Trust



Susan Guthrie

Advanced practitioner SLT, Leeds and York Partnership NHS Foundation Trust

Hannah Crawford

Professional head of speech and language therapy, Tees, Esk and Wear Valley NHS Foundation Trust, and lead author of the competency framework



How we got to where we are now

Followed established RCSLT project processes:

- Recruited working group to write the competency framework, October/November 2020
- Consulted with all members, January 2021
- Published competency framework, February 2021

Implementation of competency framework:

- Ongoing conversations with members generating additional support materials

Working group



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Lead author (academic)



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Clinical specialist speech and language
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Síofra Mulkerrin

Clinical lead SLT – adult acute, Addenbrooke's
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What is an hour



Rationale for need

Aligning the
competency
framework
with RCSLT
Curriculum
Guidance



Curriculum guidance
for the pre-registration education
of speech and language therapists



Hannah Crawford

Professional head of speech and language therapy, Tees, Esk and Wear Valley NHS Foundation Trust, and lead author of the competency framework



Clinical-managerial perspective

- Student support and expansion responsibility
- Covid-19 challenges
- Credit students' EDS knowledge, competency and exposure
- Incorporate highly specialist clinicians
- Support in services where dysphagia is not a focus

Clinical-managerial perspective

- EDS is a reality of many workplaces
- Allows a bespoke, individualised and service led approach to development post qualification
- Aligns with a more linear rather than stepped approach throughout the SLT workforce



Susan Guthrie

Advanced practitioner SLT, Leeds and York
Partnership NHS Foundation Trust

Case study / example

- Dysphagia input should include consideration of holistic approaches – quality of life around mealtimes including patient, staff, and others
- Mental illness and mealtimes – anxiety, fixed ideas, tolerance of others
- Risk of choking – multiple influencing factors, understanding context
- Level of insight, fluctuating capacity
- Understanding cultural diversity – what is “normal”?
- Secure settings - institutionalised routines, staff awareness, familiarity
- Personal safety – adapting SLT approaches

Judith Broll

Director of professional development,
RCSLT



What Next?

- Logging hours tool
- Face to face competencies vs other modalities
- New Role

Any questions



