

Template for practice-based learning activities in the clinical environment

Principles

Indirect learning within the clinical environment is a valuable opportunity to develop student clinical and professional skills and application of theory to practice. To maximise this learning opportunity, it should be:

- **Structured:** with defined learning outcomes, inputs and outputs. The learning should be active and engaging, with supervision integrated into the process.
- **Formal:** agreed between student and practice educator with designated time to complete tasks, and a clear understanding of the expected learning opportunities.
- **Embedded:** within the clinical learning environment. Tasks should be set using genuine, unaltered client data and be based within the clinical environment and service.
- **Linked to HEI placement assessment:** to enable effective demonstration of the placement learning outcomes which map against HCPC Standards of Proficiency.

Planning template

Learning outcome	Clarity is required on each task's target for learning, based on the placement learning outcomes and/or HCPC SOPs. For example, the specific: <ul style="list-style-type: none">- Skill- Competency- Knowledge
Activity	The specific task being set as a learning opportunity to achieve the learning outcome

Resources	<p>The resources available to complete the activity e.g.</p> <ul style="list-style-type: none"> - Observation - Clinical discussion - Templates - Real client data - Clinical resources - Other resources
Evidence	<ul style="list-style-type: none"> - The output expected to demonstrate achievement of the learning goal - How it will be checked/ assessed

Worked example 1

Learning outcome	<ul style="list-style-type: none"> - To manage own workload (SOP 1.2) - To have knowledge of current legislation (SOP 2.5) - To adapt communication to different individuals/groups (SOP 5.1) - To engage in reflective practice (SOP 11) - To have knowledge of acquired impairments (SOP 13.13) - To understand the impact of health education (SOP 14.17)
Activity	<p>Create a dementia training package, designed for carers, outlining the potential communication and swallowing presentation.</p>
Resources	<ul style="list-style-type: none"> - Clinical discussion with SLT around dementia - Templates available for other carer training packages - Real client data for clients with dementia to understand presentation and barriers - Clinical resources on dementia (assessments and resources) - Advice and information sheets available to consider visually and content appropriate presentation - Opportunity to research EBP
Evidence	<ul style="list-style-type: none"> - Training package in PowerPoint presentation and video formats - Literature review summaries - Extended viva on communication and swallowing in dementia - Reflection - Checked through supervision by practice educator - Opportunity to gain feedback from team following presentation at team meeting

Worked example 2

Learning outcome	<ul style="list-style-type: none"> - To understand developmental speech impairment (SOP 13.13) - To form appropriate management plans (SOP 14.3) - To select appropriate assessment (SOP 14.5) - To critically evaluate information (SOP 14.9) - To understand the value of research (SOP 14.12) - To apply knowledge of phonetics (SOP 14.16)
Activity	<p>Create a care and session plan with rationale for a client with speech sound difficulties</p>
Resources	<ul style="list-style-type: none"> - Have access to the referral information for a client on the caseload - Work through set clinical questions using the care and session planning templates from HEI - Group discussion with student peer and practice educator - Access to assessments and literature - Feedback on written work from practice educator
Evidence	<ul style="list-style-type: none"> - Care plan with evidence base - Session plan with evidence base - Assessment reviews - Reflection - Checked through supervision by practice educator