

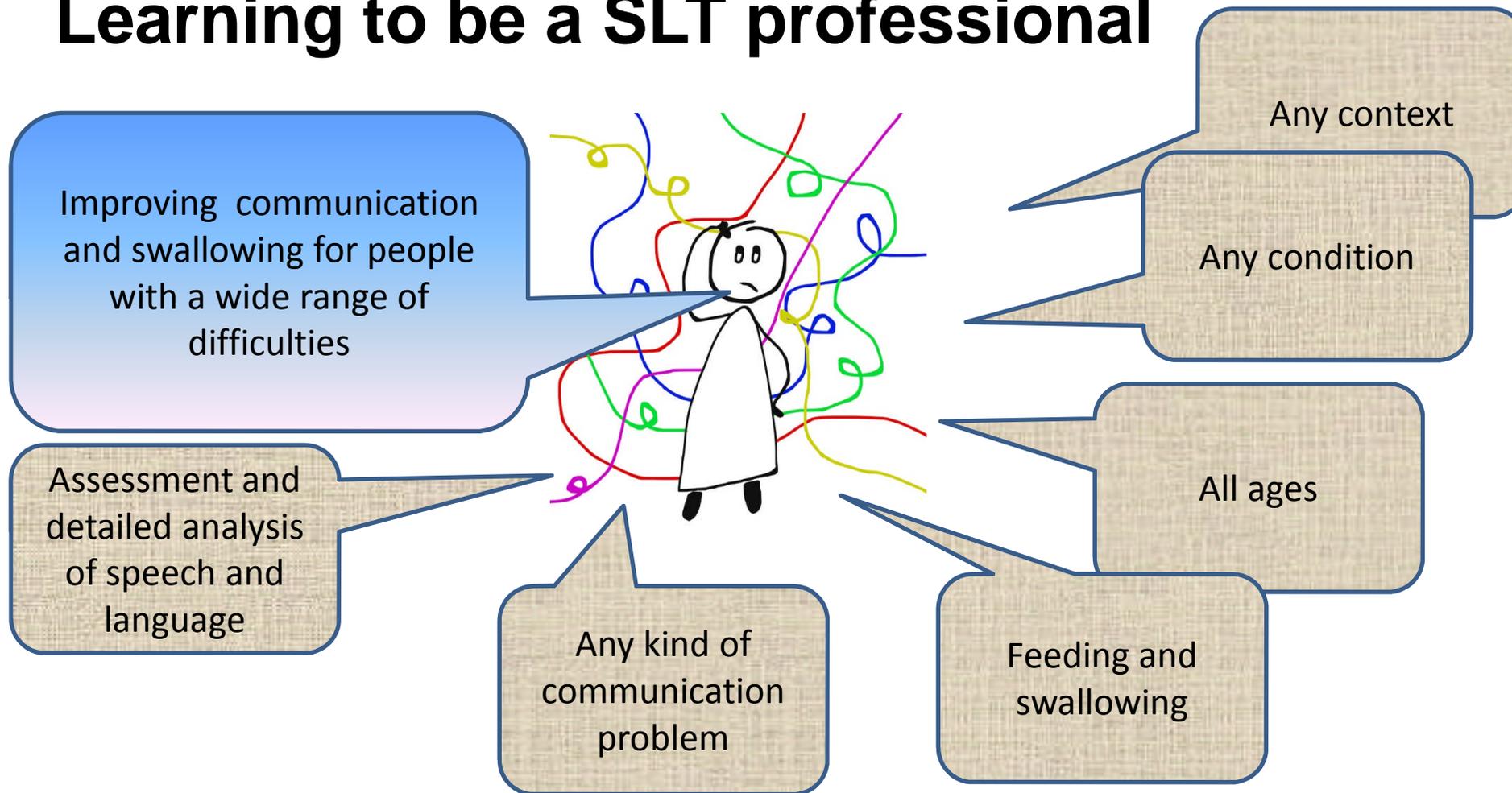
An investigation of perceptions of practice based learning in Speech and Language Therapy

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Learning to be a SLT professional



The challenges of learning practical skills

- 'Fast track' from student to professional in 3 years
- Parity of learning opportunities in practical learning-range of clients groups and quality of teaching
- Availability of placements

“Educating for capability”

Traditional education and training largely focuses on enhancing competence (knowledge, skills and attitudes)

In today’s complex world we must educate not merely for competence but for capability (the ability to adapt to change, generate new knowledge and continuously improve performance)

Learners and educators in SLT placements

- Focus on models of training such as peer/1:1/role emerging placements/ block/ indirect supervision [1, 2]
- Factors influencing the model adopted included availability of placements and standards rather than effectiveness [2]
- Little evidence about what learners and educators do to promote learning in placement and effectiveness of models [2]
- Clinical educators receive minimal training for the role [3]
- Students benefit from well planned preparation for learning on placement
 - to facilitate their learning together as peers [1]
 - to develop skills in reflection and clinical reasoning [4]

[1] Briffa and Porter 2013;

[2] Sheepway, Lincoln & Togher 2011;

[3] McAllister, 2005;

[4] Hill, Davidson, Theodoros 2012.



Traditional models have not been investigated nor comparisons made to non traditional models in terms of their effectiveness in developing student ***competency***

Sheepway et al 2011

Study questions

1. What do students and educators believe contributes to successful learning in placements?
2. How do students and educators perceive their roles in practice education?

Study design: qualitative study

- Interviews with students (12)
- Interviews with clinical educators (6)
- Interviews with university tutors (2)

Questions about expectations, beliefs and experience of practice education

Findings: Clinical educators' expectations of students

Personal skills	Knowledge
Organised	Nature of placement
Able to build therapeutic relationship with clients	Understand client group/context
Questioning /enquiring	Apply or find out theory relevant to client group
Able to take initiative	

Findings: Clinical educators' perceptions of role

1. Teacher
2. Facilitator
3. Role model
4. Evaluator

Educator role



“Yes they are learning from me but I’m not a teacher”

Findings: What educators say they do

1. Adjust expectations according to context and student knowledge/experience/preferences
2. Develop reflection in students
3. Promote professionalism

Findings: What educators say informs their approach to teaching

- own experience as a student

I remember what it's like to be a student

- learning collaboratively with students

Actually just having a student in the room makes me question why I'm doing this

- experience of best students

- drawing on SLT skills

I use the skills I use when I'm working with carers

I think students are a great resource

Findings: Student expectations

- Understand the SLT role with wide variety of clients
- Agreed expectations of what student should learn and how this will be managed from the beginning
- Opportunity to observe educator modelling practice, then 'have a go'-find out what to *do*
- Regular and constructive feedback focusing on link between theory and practice

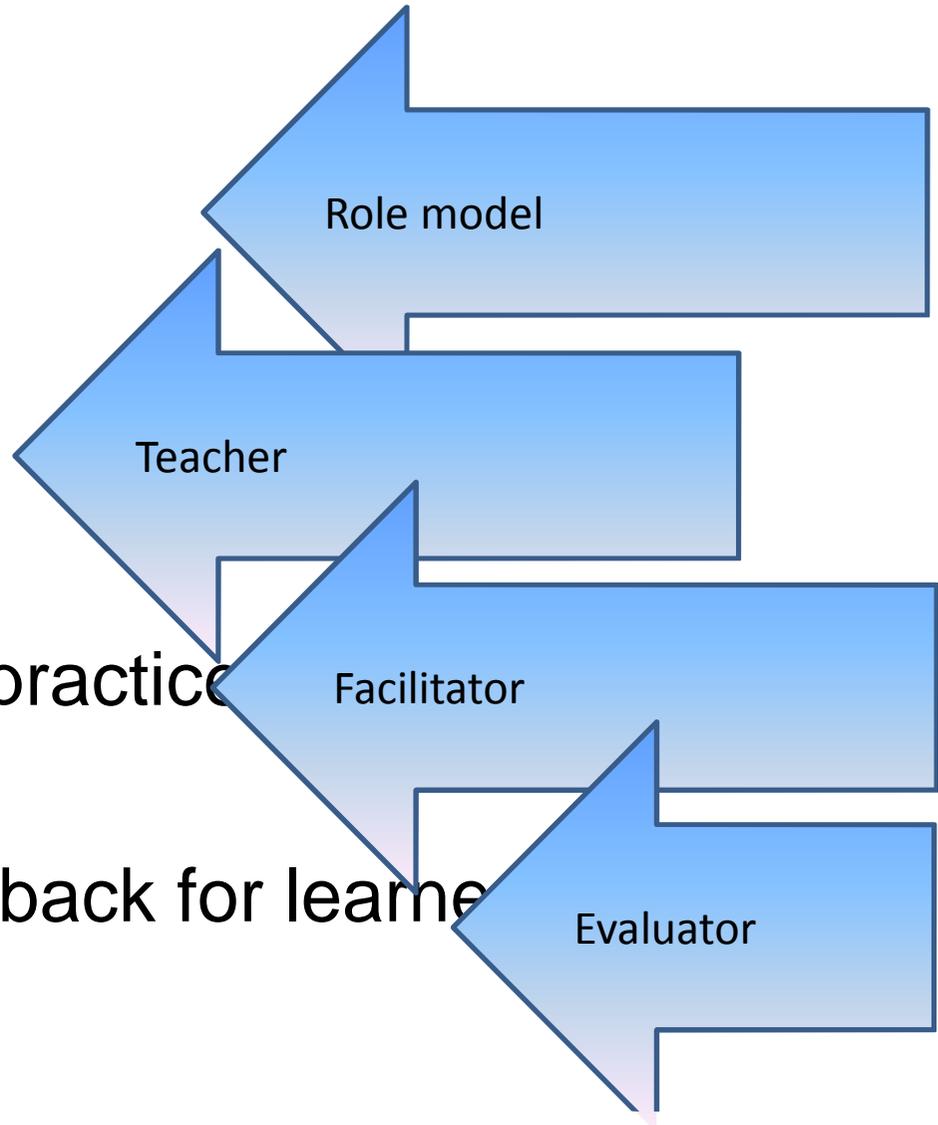
Findings: Students' perception of educator role

1. Demonstrator

2. Explainer

3. Facilitator of learners' practice

4. Providing specific feedback for learners



How can we improve learners' application of knowledge to practice?



- “Practice ready” - develop student readiness before placement
 - Practical skills
 - Therapeutic relationships with clients
 - Understand how to maximise learning with educator
 - Able to reflect
- “Therapist *and* educator”-develop therapists as educators

Thinking aloud- a question of surface and deep level learning in SLT education

- How can we encourage reciprocal learning between student and educator for all students?
- How can technology contribute to learning how to reason in practical contexts?
- How can learning theory improve the way practical learning is provided?

Thanks

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