

Working together to develop parents' communication skills: An innovative placement model

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Placement pressures

- National shortfall of SLT placements
- Need to manage placement capacity and maintain quality
- Students can be ‘assets’ to services
- Important for placements to reflect the job role
- Students need to develop skills required for autonomous practice/ HCPC SOPs
- Need to work in partnership with service providers

LCH NHS Service Review

- Referrals allocated to a pathway
- **Universal** - for children with a mild delay of up to 6 months
- **Associated** - for children with a secondary Speech Language and Communication Need (SLCN)
- **Associated Plus** - for children with a secondary SLCN difficulty who require specific intervention
- **Specific** - for children with a mild to moderate primary SLCN delay of 6-12 months
- **Specific Plus** - for children with a primary SLCN difficulty in the form of a moderate to severe delay or disorder of 12+ months

Parent workshops

- Evidence supports parent workshops (Roberts & Kaiser, 2011. Ciccone et.al., 2012)
- Identified that students could contribute to running parent workshops
- Workshops and training are a key part of SLT practice and often run by band 5 therapists
- Final year students would benefit from developing these skills in a clinical setting
- Workshops offered linked to the Associated and Specific pathways

The placement

- 6 sessions over 9 weeks
- 3 language workshops, 3 speech sound workshops
- Students observed 1 of each of the workshops
- Students ran 4 parent training workshops independently
- Venue: Leeds Beckett University 6.30 – 8.00pm

The data

Aim: to explore the student and parents experience

- Mostly qualitative data
- Pre and post placement interviews with the students and placement educator
- Parent evaluations pre and post workshops
- Parent interviews post workshops

Parents

- No negative preconceptions
- Able to provide appropriate leadership for the workshops and had the necessary knowledge, advice and strategies
- Had the necessary qualities and attributes for SLT
- *'I think it's a brilliant idea! It increases the workforce and gives them great experience,'*
- *'They want to help all kids, to improve... really a passion for the job'*
- *'I'd be more than happy if they were my child's SLT'*

Students

Independence

- *‘we were given the reins and we could talk to parents and we did know what we were talking about. And we were seen to be like the professional, which was quite nice because we’ve not actually had that before.’*

Confidence

‘just having that confidence to actually be able to stand up and deliver some information... ‘cos the presentation that we did at the end to about 70 people, I would not have been able to do before.. the placement at all.’

Placement educator

- *‘Practical presentation skills – how to deliver training, work with parents, use other people’s materials.’*
- *Knowledge – new information about working with parents, searching for the information, underpinning theory.*
- *Having a peer placement was great - important to support each other.’*
- Carefully planned the workshop dates with preparation time.
- Being at LBU worked well for the students and as a venue for evening training.
- Students volunteered for the placement so motivated to participate.

SLT evidence

An international study of clinical education practices in SLT states:

- *‘Traditional models of clinical education persist with the ‘acceptance’ that these are effective’*
(Sheepway, Lincoln & Togher, 2011)
- Lack of evidence for effectiveness of different models
- This study data contributes to the evidence for new placement models

Future placements

- Developing further workshop placements
- Working together to look at further ways to integrate NHS services with University based placement activity
- LBU are working with other NHS Trusts, independent and voluntary services to develop new placements

Contact and acknowledgements

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