Innovative practice education: Adding value to Speech & Language Therapy services in the community through evidence based interventions

Idalina Rodrigues
Senior Lecturer & Clinical Education Lead

Alison Tempest
Associate Professor in Speech and Language Therapy

- Overview of Speech & Language education at DMU
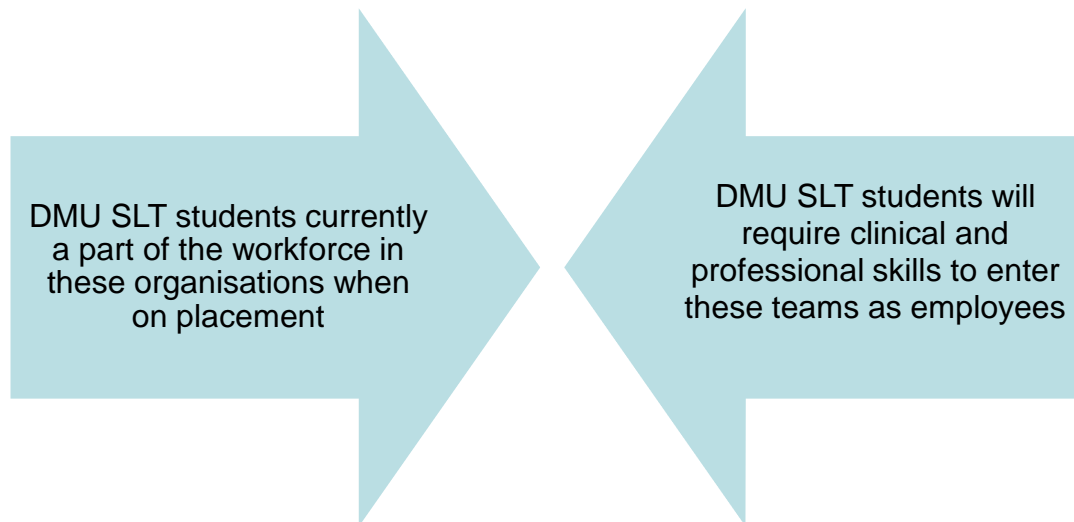
- Project Aims & Background

- Making the project happen

- Project performance and key findings

Why innovate?

- Changing environment of health care services: facing the challenge to drive up quality and drive down costs (Department of Health, 2009)

- "Only innovation can enable modern health care organisations and systems to meet the radically changing needs and expectations of the communities they serve"

  (WEST, M. et al., 2017)

DMU SLT students currently a part of the workforce in these organisations when on placement

DMU SLT students will require clinical and professional skills to enter these teams as employees

Aim of the DMU SLT Project:

Develop and maintain excellent clinical educational opportunities that contribute to the education of highly skilled and professional students for the future workforce.

At the centre of DMU's engagement strategy is our award-winning Square Mile programme. Launched in 2011.

Square Mile / #DMULocal uses DMU's academic expertise and a network of student volunteers to offer potentially life-changing services in the Leicester community.

Making it happen

Identifying need

- Placement capacity challenges
- Recognising value added of students as a workforce

Recognising opportunity for funding and raising awareness

- RCSLT Giving Voice campaign
- Change in NHS funding directing to think differently.
- New VC
- DMU Square Mile/DMU local Initiative
- Building on strong local partnerships – LPT/Governance

DMU in partnership with Leicester Partnership NHS Trust (LPT) have developed an SLT centre.

2 SLTs from LPT were seconded to DMU

DMU SLT

LPT NHS

Service users in DMU Square Mile
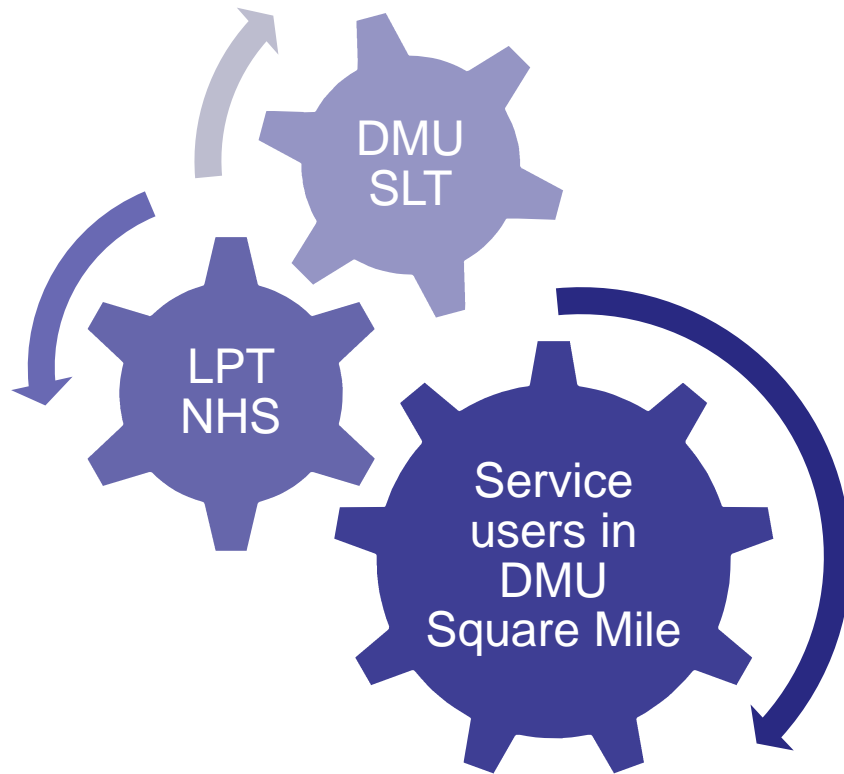
Increase placement capacity

Student workforce

Enhance Service Delivery

Local settings

Training and skill development

The Investment

Staffing

0.5 FTE for 3 years

0.4 FTE SLTs for 1 year

Resources

Room hire

Clinic set up with resources

Training/Licences

Innovative Placement Models:

Working with people with Dementia and their carers at home or in Care Homes

Language groups in education settings
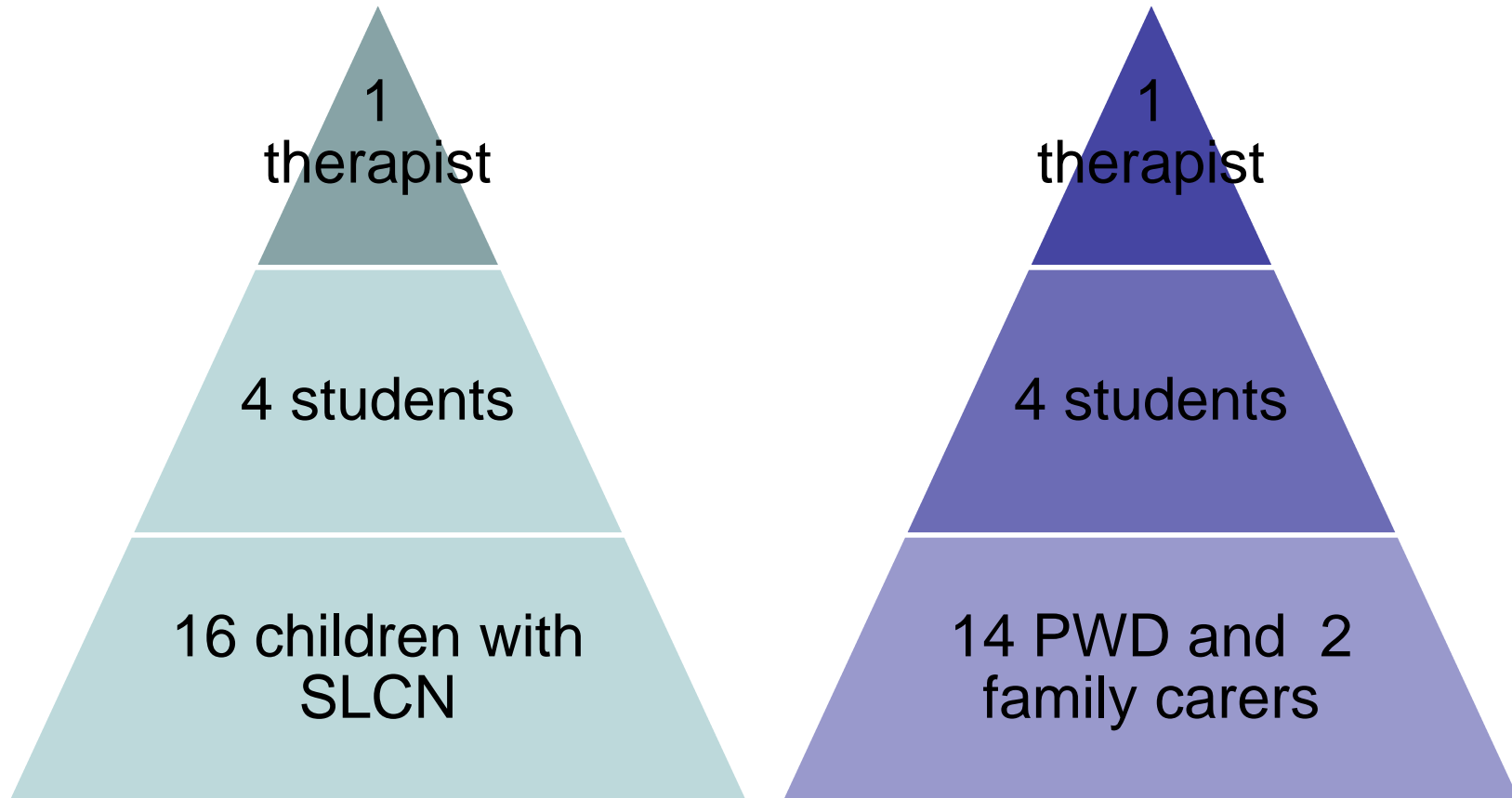
Child Placement model- Pilot

- Over 2 academic terms- 12 students ran Early TalkBoost groups in 3 educational settings

- Evidence based practice

- Students delivered 2/3 sessions per week with remaining session carried out by trained member of staff

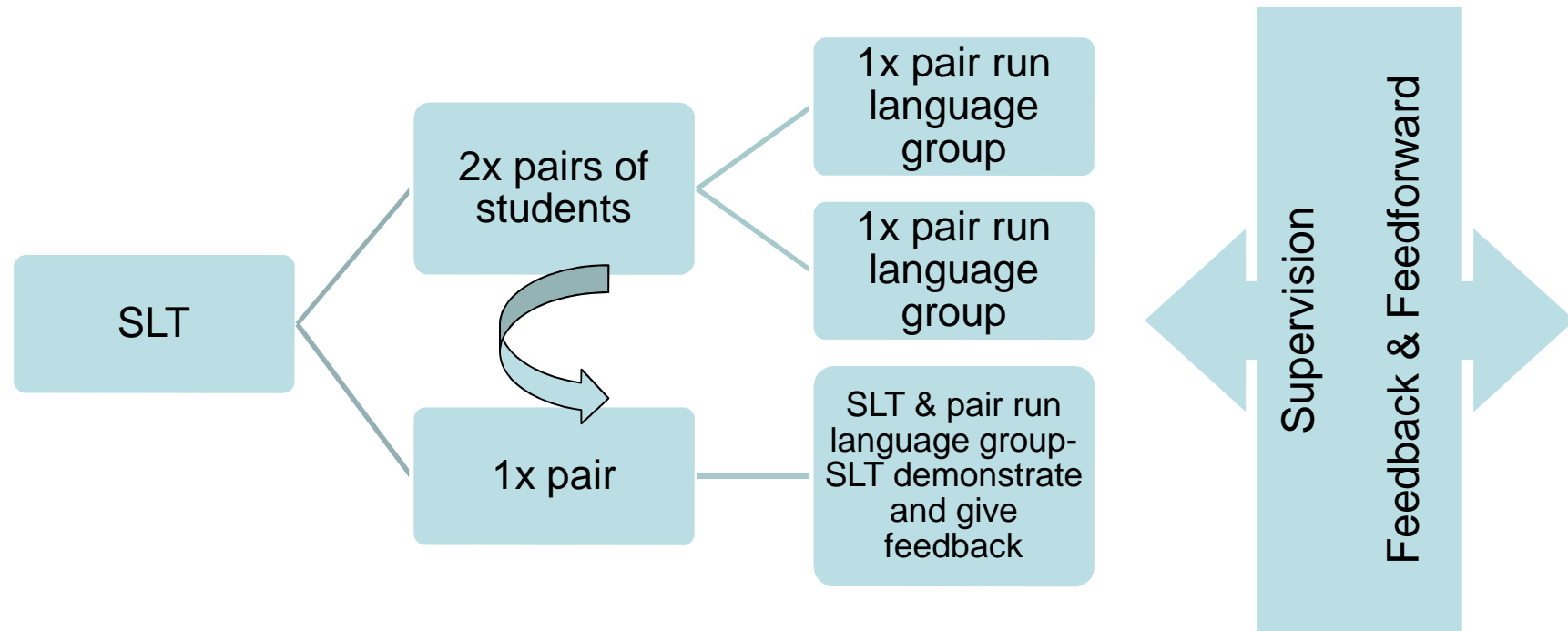- Half of 2nd year SALT placement

Adult Placement Model- Pilot

- Running a Cognitive Stimulation Therapy (CST) group – residents with dementia

- Working 1:1 with residents – life story work

- Training
  Communication
  Dysphagia

- Final Year Placement

(New) Supervision models
On a placement day….

How long arm supervision worked in practice for us

SLT → 2x pairs of students → 1x pair run language group / 1x pair run language group

SLT → 1x pair → SLT & pair run language group- SLT demonstrate and give feedback

Supervision

Feedback & Feedforward

Tangible way of showing students 'Learning gain'
"the difference between the skills, competencies, content knowledge and personal development at two points in time." Higher Education Funding Council for England (McGrath, C.H. et al,2015)

Students as a resource – service delivery

Outcomes & Impact

24 children : language groups
6 early years practitioners :trained to deliver ICAN ETB
18 parents : strategies to support SLCN

(+15 Initial appointments)

19 people with Dementia with their carers

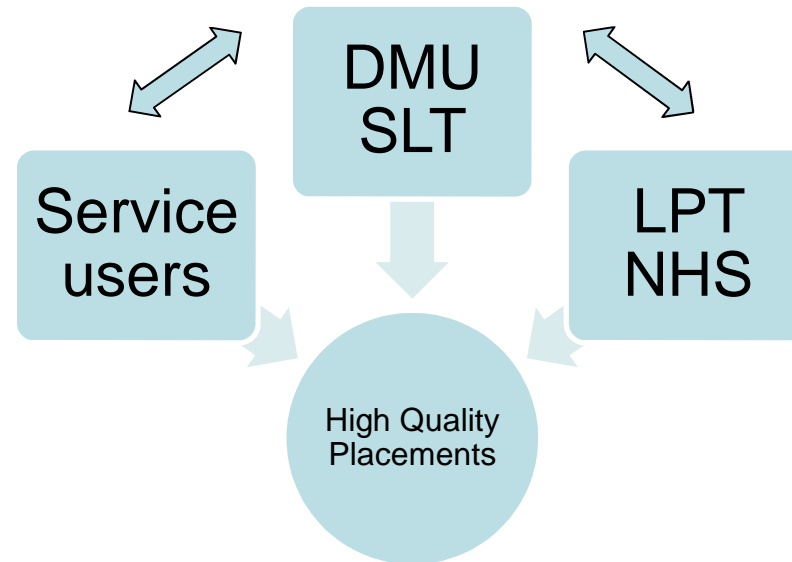SLT assessment and input from DMU SLT students on placement

Capacity – Contributed to 23 DMU

student SLT placements

Resits/ deferrals over the summer

Co-Creation of placements

DMU SLT

Service users
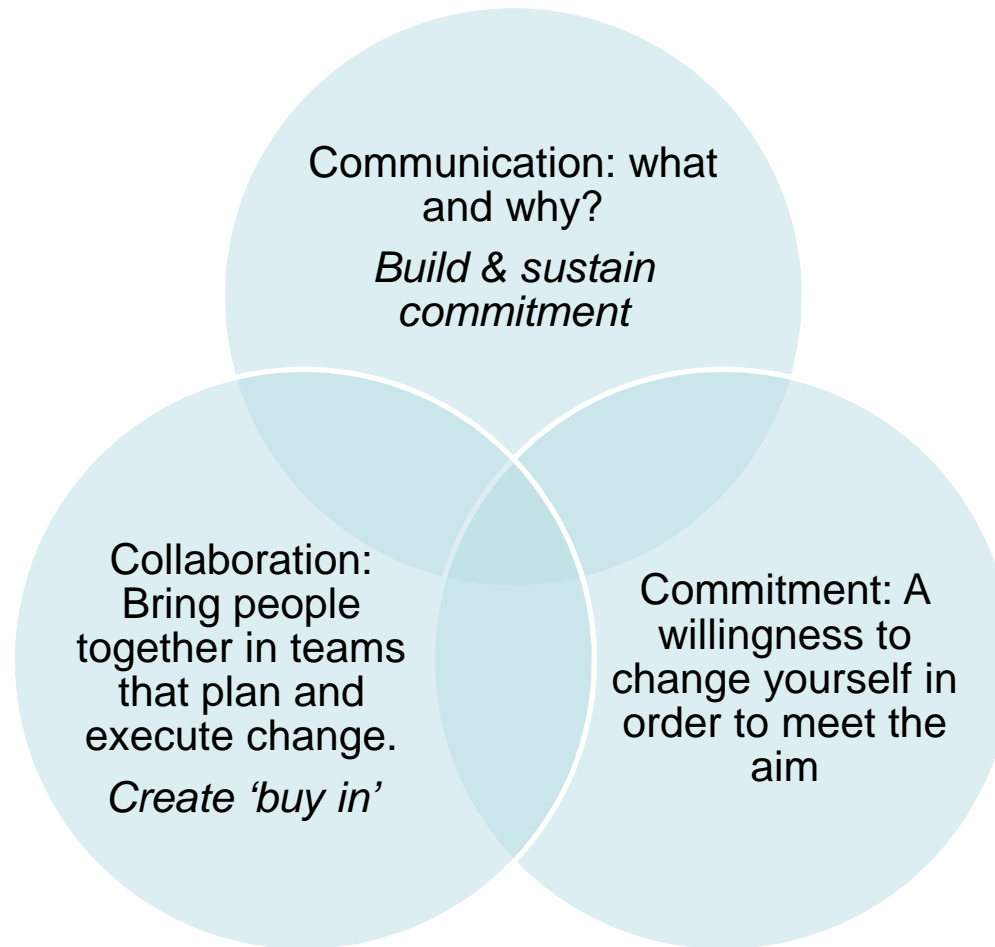
LPT NHS

High Quality Placements

- Support dialogue across differences
- Foster collaboration
- Serve as intermediary   (Bovil. C. et al., 2011)

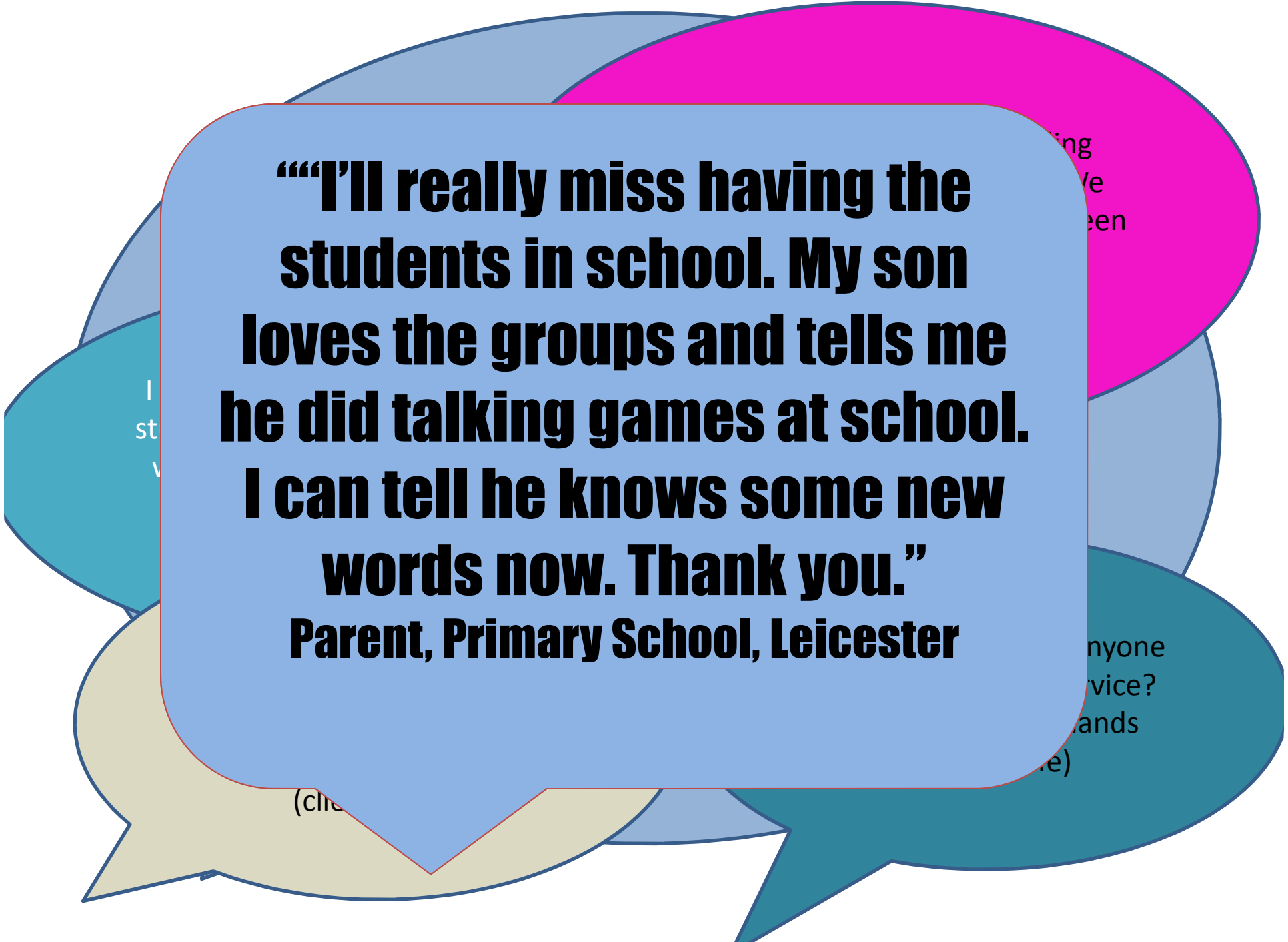- Opportunity to build in potential adjustments at planning stage

Our own reflection of the project in the first year

Communication: what and why?

Build & sustain commitment

Collaboration: Bring people together in teams that plan and execute change.

Create 'buy in'

Commitment: A willingness to change yourself in order to meet the aim

(Centre for Creative Leadership, n.d.)
(HEA, 2017)

High Student Satisfaction

"""I'll really miss having the students in school. My son loves the groups and tells me he did talking games at school. I can tell he knows some new words now. Thank you."
Parent, Primary School, Leicester

Acknowledgements

- Leicestershire Partnership NHS Trust Children Speech & Language Therapy Team- Families, Young People &Children

- LPT Adult Speech & Language Therapy Services

- ICAN

- School of Allied Health Science Team, DMU

- DMU Local

- Education providers, Service Users, Children & families

- Care Homes

- And all of our partners

Ali Tempest: atempest@dmu.ac.uk
Idalina Rodrigues: idalina.rodrigues@dmu.ac.uk

Follow us: @DMUSALTcentre
@dmulocal   @dmuhls

References

- BOVIL, C. (2011) Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers. *International Journal for Academic Development,* 16 (2), p133-145.
- HIGHER EDUCATION ACADEMY (2017) *Blended Learning* [Online] Higher Education Academy. Available from https://www.heacademy.ac.uk/knowledge-hub/blended-learning-0 [Accessed 01/11/17]
- MCGRATH, C.H. et al. (2015) *Learning Gain in Higher Education.* [Online] RAND Europe. Available from http://www.hefce.ac.uk/media/HEFCE.2014/Content/Pubs/Independent research/2015/Learning,gain,in,HE/Learning_gain.pdf [Accessed 25/10/17]
- WEST, M. et al. (2017) *Caring to change: How compassionate leadership can stimulate innovation in health care* [Online] The King's Fund. Available from https://www.kingsfund.org.uk/publications/caring-change [Accessed 06/11/17]