

Providing tutorials as part of Leeds Teaching Hospital Trust Speech and Language Therapy clinical placements

- The benefits for the service, placement educators and the learner
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“It was 100% positive from my point of view!”
(Placement educator SLT)

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Background

Leeds Teaching Hospitals Trust

Acute trust

5 hospital sites (2 acute, 1 rehab and elective, 2 out-patient)

SLT Dept teams

- General acute (cardiology, major trauma, elderly, surgery etc)
- Neurosurgery
- Neuro-oncology
- Head and Neck
- Voice / ENT
- Stroke
- Neuro-rehabilitation
- Out-patients
- Videofluoroscopy/FEES
- Critical care
- Respiratory

Fair Share Quota

- Leeds Beckett University
- Year 1 observation (4 days in 1 week)
- Year 2 on-going (one day a week) and block placements (4 days a week for 5 weeks)
- Year 3 on-going (one day a week) and block placements (4 days a week for 6 weeks)
- 15 days per WTE (2018-19)



“We’re carrying a vacancy,
we can’t carry a student as
well!”



“I haven’t got time to support a student”



“This area is too
specialist for a student
placement!”



Aims and objectives

Aims of the 2018 Tutorial Project

- To increase opportunities for students to see the wider role of SLT and have the opportunity to learn about and observe more specialist areas of SLT.
- To reduce some of the pressures felt by supervising therapists when students are on block placement - ensuring more “time out” from the supervising role.
- To allow SLTs who do not feel they can currently offer an on-going or block placement (e.g. due to reduced staffing or the area of work not being conducive to a regular placement) to fulfil some of their “fair share” student quota by doing teaching sessions or offering shadowing sessions.
- To give students the opportunity to meet with peers for support and to share experiences during their placements within LTHT.



Structure of Tutorial Project

- 8 tutorials were timetabled across the 6 weeks
- Each tutorial lasted 1-2 hours. Most were timetabled as individual sessions, but some were completed in one full morning session.
- Sessions took place on main hospital sites (depending on location of therapists providing the tutorial)
- Students were asked to complete written feedback for each session that they attended.
- Feedback was also collected verbally about the tutorials programme as a whole during the group supervision session towards end of placement.
- Feedback from SLTs providing the tutorials and the placements was sought via email.



Project Evaluation

Benefits for the learner

- Linking Theory to practice
- New knowledge – topics not necessarily covered at University
- Opened their eyes to the breadth of SLT roles
- Being able to “touch base” with peers during placement
- Opportunity to meet SLTs other than the ones directly supervising them.

Benefits for the educator

- Having times planned in advance when the students were otherwise occupied helped “take off the pressure”
- Knowing they would have dedicated time to get non-clinical work done whilst students were at tutorials
- Learning from tutorials was brought back to the clinical placement in discussions of patients on the ward and students were keen to follow up with shadowing whenever this was available.



Benefits for the service

- Ensured fair share quota for each area of the LTHT SLT service was met.
- Educators / providers of observation experiences felt there was no impact their time as students were “along for the ride”.
- Offers for placements in areas not previously offered e.g. critical care
- Increased enthusiasm for providing student placements in 2018-19.
- A modified version of the project was rolled out to the 2nd year block placements in February 2019 and a full programme is being repeated currently for the 3rd year block students.



Areas for improvement

Some tutorials were poorly attended

- Organisation
- Advance planning
- Timing



Summary

Summary and future directions

Aims were achieved!

- Increasing opportunities for students to see the wider role of SLT
- Reduced some of the pressures felt by supervising therapists when students are on placement
- Allowed SLTs to fulfil some of their “fair share” student quota
- Gave students the opportunity to meet with peers for support and to share experiences during their placements
- Increased enthusiasm for placement education



Summary and future directions

Future plans

- Rolled out project on a smaller scale for year 2 (5 week) blocks – 4 tutorials and shadowing experiences offered
- Currently running the scheme for Year 3 blocks
- Meeting SLTA training needs



Any Questions?

