

Aims and Methodology



To understand the meaning of first year SLT students' experience of the process of becoming an SLT.
➤ To identify influences on the process of becoming an SLT.



Qualitative
study,
interpretivist
research
paradigm



Hermeneutic
phenomenology
methodology (van
Manen, 2015)



Individual semi-
structured
interviews with
11 first-year SLT
students x2



Data analysed
via an iterative
process of
coding,
interpretation
and theme
development.
(Ajjawi & Higgs,
2007)



Image of thought
bubbles



The client

“it was nice they [clients] saw me AS a therapist...it was a morale booster DEFINITELY” (Drew).

*“it was the first client that I saw on placement...and their sister started speaking to me and asking me questions and treating me LIKE an SLT and I was ‘I don’t know any of this yet I’m NEW at this...but it just hit me that ‘wow... I’m not a professional yet but in this kind of semi-professional capacity and...it’s REAL now”
(Scout)*



Interprofessional context

“being treated as a professional...starts to solidify the feeling of becoming an SLT”
(Morgan)

“made you feel more like a speech and language therapist” (Pip)

“it was definitely the MDT meetings that MADE me feel like a speech and language therapist and MADE me feel like I was involved” (Stevie)



The PE

“made it feel like those are the things I was doing because I could do them, because I was a speech and language therapist and I wouldn’t’ve been expected to do anything less” (Stevie)

*“she was like ‘of course she can do that, she’s a speech and language therapist’ that was the way she was treating me”
(Stevie)*

*“she’d always refer to me as ‘colleague’ and included me and asked me what I thought”
(Drew)*

*“well my placement was mostly observation so...I felt like a very much a student most of the time”
(Theo)*



Conclusions and implications



Image of overlapping speech bubbles



- (Early) clinical experiences are **transformative**: site for PID
- PID is **socially situated**, contextual
- Practice educators are the **gatekeepers** to these experiences
- **Clients** as educators
- Importance of **interprofessional** experiences
- Treat as an SLT/**colleague**
- **Develop** a sense of confidence, ownership, empowerment
- Demonstrator, educator, facilitator, evaluator vs **enabler, empowerer**
- Opportunities to form **relationships** with clients, SLTs, other professionals
- Access to **meaningful engagement** in authentic clinical experiences
- **Transparent** process, not left to chance e.g. **discourse, reflection**