School of Psychology and Clinical Language Sciences

Developing Professionalism within Clinical Placements

1 MSc Speech and Language Therapy

Name:

Professionalism covers everything that society expects of their health professionals, and for which professionals are personally accountable. The HCPC sets out guidance on conduct and ethics for students as a framework to support professional development. The intention of this professionalism record is to help both students and educators to acknowledge and reflect on how these behaviours are being developed and demonstrated during placements.

The guidance advices that students should:

* promote and protect the interests of service users and carers
* communicate appropriately and effectively
* work within the limits of their knowledge and skills
* delegate appropriately
* respect confidentiality
* manage risk
* report concerns about safety
* be open when things go wrong
* be honest and trustworthy
* keep records of their work with service users and carers

**A list of suggested ideas for each of the above areas is found within the Guidance booklet**

<https://www.hcpc-uk.org/resources/guidance/guidance-on-conduct-and-ethics-for-students/>

Throughout this placement year the student is expected to record observations of professionalism in others and to collect evidence of how they are showing development of these skills/behaviours. A suggested template is provided which students may adapt. Students need to share this record with each placement educator at the mid-way review and at the end of the placement.

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| --- | --- |
| Promote and protect the interests of service users and carers | |
| Observed on others | Evidence of own behaviour |
| (Example)  Placement educator gained consent for me to be present in session | (Example)  I introduced myself to service users and identified that I was a student |

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| --- | --- |
| Communicate appropriately and affectively | |
| Observed on others | Evidence of own behaviour |
|  |  |

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| --- | --- |
| Work within the limits of their knowledge and skills | |
| Observed on others | Evidence of own behaviour |
|  |  |

|  |  |
| --- | --- |
| Delegate appropriately | |
| Observed on others | Evidence of own behaviour |
| (Example) | (Example) |

|  |  |
| --- | --- |
| Respect confidentiality | |
| Observed on others | Evidence of own behaviour |
| (Example) | (Example) |

|  |  |
| --- | --- |
| Manage risk | |
| Observed on others | Evidence of own behaviour |
| (Example) | (Example) |

|  |  |
| --- | --- |
| Report concerns about safety | |
| Observed on others | Evidence of own behaviour |
| (Example) | (Example) |

|  |  |
| --- | --- |
| Be open when things go wrong | |
| Observed on others | Evidence of own behaviour |
| (Example) | (Example) |

|  |  |
| --- | --- |
| Be honest and trustworthy | |
| Observed on others | Evidence of own behaviour |
| (Example) | (Example) |

|  |  |
| --- | --- |
| Keep records of their work with service users and carers | |
| Observed on others | Evidence of own behaviour |
| (Example) | (Example) |