

School of Psychology and Clinical Language Sciences

### 4MSci and 2MSc Speech and Language Therapy Placements Autumn 2021 and Spring 2022

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** | **Number of Telehealth days attended** | | **Number of Face-to-face days attended** | **AUTUMN**  **SPRING**  **(Please highlight)** | |
| **Educator’s Employing Organisation** |
| **Adult or Paediatric (Please highlight)** |
| **Educator(s)** | **Number of placement days not attended by the student including reasons for non-attendance** | | | | |
| **Clinical Tutor** |
| **Setting (e.g., rehab ward; community clinic)** |
| **Main Client group(s) e.g., voice; ASD** | | **Date of mid-placement review** | | | **Pass/Fail**  **(Please highlight)** |

HOW TO COMPLETE THE REPORT FORM; There are additional notes at the end of the form

|  |
| --- |
| 1. **For each competency,** please provide objective written comments, an agreed development step and highlight the descriptor that best describes the student’s ability at the end of the placement. Development steps may be areas for improvement or suggestions for the broadening of existing skills and knowledge 2. **See additional guidance notes re the competencies.** 3. **Placement concerns:** Please contact the student’s clinical tutor if you have any concerns about the student’s clinical progress or their welfare. 4. **Mid-placement review:** The student’s clinical tutor will send out a doddle poll to schedule mid-placement contact calls. if the placement is over Autumn and Spring terms, a mid-placement call will happen in both terms 5. **Placement over two terms:** If a placement is over two terms, we only need to receive one report form at the end of the placement |

|  |
| --- |
| COMPETENCIES. The boxes below will expand as you add content. It is expected that students will also keep an ongoing record of their achievements under each competency, which you can include on the final form. However, it is essential that practice educator’s comments are also included on the final document.  It is expected that throughout the placement the student will utilise their assessment and intervention proformas to support and evidence their clinical reasoning |

|  |
| --- |
| Thank you for the placement. Please return the report form to [sltplacements@reading.ac.uk](mailto:sltplacements@reading.ac.uk) within two weeks of the end of the placement. This allows the student and their clinical tutor the opportunity to utilise the feedback and development steps in a timely manner for their next placement. |

|  |  |  |  |
| --- | --- | --- | --- |
| A | **PROFFESSIONALISM** (The student has a professionalism form to share with you which is derived from the HCPC standards of conduct and ethics).  The student conducts themselves in a professional manner. This includes:   * Takes responsibility for the ongoing completion and sharing of their professionalism form * Demonstrates an understanding of their role in your setting * Demonstrates appropriate time management including clinic preparation * Adheres to the agreed placement expectations * Initiates and responds to communication in a timely manner * Adheres to all relevant policies and procedures * Keeps records in line with service requirements   **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| B | **ASSESSMENT: the student critically identifies, administers, and analyses relevant and appropriate assessment strategies (observation schedules, checklists; published assessments; own informal assessments etc). This process considers each client’s individual profile, including relevant social/educational/employment factors**  **Identification**  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  **Administration**  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  **Analysis**  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| C | **ASSEMBLING AND INTERPRETING A CLIENT’S PROFILE from relevant gathered information and data, demonstrating clinical reasoning and decision making.**  This includes a summary of the client’s strengths and weaknesses, and differential diagnosis. The student is expected to apply relevant theoretical knowledge in conjunction with knowledge of the client, to explain the clinical reasoning behind their decision making  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| D | **MANAGEMENT and INTERVENTION PLANNING. Takes a critical and holistic approach to the planning of management and intervention based on the interpretation of the assembled profile and the views of the client/family/parents/other relevant others. The student is expected to apply relevant theoretical knowledge in conjunction with knowledge of the client, to explain the clinical reasoning behind their decisions**  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| E | **INTERVENTION DELIVERY The student carries out the intervention in a professional and flexible manner, recognising when to adapt a plan.** Intervention may be face to face (in-person or telepractce) delivering training, writing programmes, sourcing/creating relevant material  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| F | **REFELCTIVE PRACTICE AND CRITICAL EVALUATION OF CLINICAL WORK. The student can self-reflect, act on their reflections, and use advice from their practice educator across all aspects of their clinical placement. The student is balanced with their reflections and utilises a framework for their reflections.**  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| G | **COMMUNICATES EFFECTIVELY AND PROFESSIONALLY IN WRITTEN AND VERBAL FORMS as relevant to the placement**  **Written communication**  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  **Verbal Communication**  **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| H | **EVIDENCED-BASED CLINICAL REASONING The student demonstrates the ability to integrate relevant theoretical knowledge with their holistic knowledge of the client. This includes:**   * **Care pathways** * **Clinical guidelines** * **Relevant research papers/journals** * **Diagnostic frameworks** * **Outcome measures**   **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| I | **DEVELOPMENT TOWARDS AN INDEPENDENT, AUTONOMOUS PRACTIONER.** The student:   * Asks questions * Shows initiative * Is helpful * Recognises when to ask for support * Takes responsibility for their own learning * Demonstrates independent learning through self-directed reading and research * Accepts that change happens * Is aware of their own boundaries and limitations   **Fail:** *Does not demonstrate sufficient skills to achieve competency even with extensive prompting/guidance/support*  **Sound:** *Sound skills demonstrated, but needed ongoing regular support /guidance to achieve this*  **Good:** *Good demonstration of skills/knowledge requiring little prompting/guidance in second half of placement*  **Excellent:** *Excellent demonstration of skill/knowledge requiring minimal prompting/guidance*  **Outstanding:** *Outstanding and**consistent independent demonstration of skill/knowledge*  COMMENTS   |  | | --- | |  |   AGREED DEVELOPMENT STEP   |  | | --- | |  | |

Additional Comments (this may also include feedback from other professionals or clients/families the student worked with on placement

|  |
| --- |
|  |

**Notes to support the completion of the 4MSci /2MSc report form**

|  |  |
| --- | --- |
| **Competencies** | **Evidence** |
| **A. PROFESSIONALISM** (Conduct themselves in a professional manner in the establishment of relationships, communication skills and awareness of professional issues, including understanding and adherence to the HCPC standards of ethics, conduct and performance | Key points are on the report form and evidence can be used from the student professionalism form.  The student is aware and asks questions regarding trust policies including a range of topics e.g. stat- mandatory training, confidentiality, case note management, infection control, and trust values.  The student makes a good working relationship with clients and other professionals.  The student fits well into the clinic and carries out appropriate tasks without needing to be asked.  The student shows time management, both in terms of punctuality but also task completion and deadlines for reports etc.  Student takes responsibility for documenting evidence of professionalism using their professionalism form |
| **B. ASSESSMENT**  **B.1 Identification**  **B.2 Administration**  **B.3 Analysis** | **B.1**  The student critically identifies relevant and appropriate assessment strategies (observation schedules, checklists; published assessments; own informal assessments etc). This process considers each client’s individual profile, including relevant social/educational/employment factors  The student demonstrates that they know what information to gather and how to gather it.  The student is able to suggest a relevant assessment strategy when presented with a new referral, or case history information. The student is also able to suggest alternative formal and informal strategies for the client.  The student is able to recognise and discuss why certain assessment strategies are not appropriate.  The student is able to devise their own informal assessment based on the target information they want to collect.  The student will demonstrate their clinical reasoning behind their assessment choices for individual clients using the University assessment proforma.  **B.2**  Carrying out of assessment strategy chosen (observable skills demonstrated both for accuracy in formal assessments and flexibility in other forms of assessment.)  The student shows evidence of good planning skills as relevant.  The student is able to take a case history from a carer/client that gleans information in a way that includes the care/client in the process and explains why the information is needed and how the information will be used.  The student is able to devise their own informal assessment based on the target information they want to collect.  The student is able to observe a client in a natural situation and record relevant data and apply it to intervention.  The student will demonstrate their clinical reasoning behind their assessment choices for individual clients using the University assessment proforma.  **B.3**  The student is able to discuss from the information they have a holistic approach to the client management.  The student is able to analyse the data they have collected; e.g. scoring of a formal assessment, collation of the data from observation or informal assessment. |
| **C.** **ASSEMBLING AND INTERPRETING A CLIENT’S PROILE** | **Assembling and interpreting a client’s profile from relevant gathered information and data, demonstrating clinical reasoning and decision-making**.  A profile may include relevant information about communication skills, language skills, speech skills, mobility, social factors, feeding and swallowing etc. The student is able to put together all the relevant data from informal, formal, observational, documented and reported sources and extract the key factors that will inform intervention.  The student demonstrates that they can provide summary of the client’s strengths and weaknesses, and appropriate consideration of potential differential diagnoses.  The student is able to demonstrate the interpretation of the client’s profile. This may lead to the making of a differential diagnosis and the determination of next steps.  The student is expected to apply relevant theoretical knowledge in conjunction with knowledge of the client, to explain the clinical reasoning behind their decision making  The student shows that they able connect the profile assembled with other similar profiles they have encountered and use this information appropriately. |
| **D. MANAGEMENT and INTERVENTION PLANNING** | **Takes a critical and holistic approach to the planning of management and intervention based on the interpretation of the assembled profile. The student is expected to apply relevant theoretical knowledge in conjunction with knowledge of the client, to explain the clinical reasoning behind their decisions**  This includes decisions to discharge, make an onward referral, additional data gathering, review, intervention, any training requirements, use of advice sheets. The student takes a critical and holistic approach to the planning of management, using the client’s profile, relevant theory and frameworks, service options to inform their decision-making. The client’s views are also relevant here.  The student demonstrates this in a variety of ways. Through professional discussion with the practice educator, through the completion of a written assessment or intervention plan with appropriate use of the theoretical basis behind the decision making clearly shown.  The student demonstrates knowledge of the possible management options available to the client.  The student can demonstrate an understanding of the part that SLT intervention takes in the wider context for the client.  On consideration of management the student is aware of and responsive to the needs and wishes of the client and adapts their decisions about management accordingly,  The student makes appropriate decisions about the type of intervention, timing of intervention, frequency, who will deliver it, method of evaluation, location/setting, involvement of other professionals/family, including the client’s views. Some examples would be that the student makes appropriate decisions to include a structured programme, considers how this can be implemented by an SLT on a one-to-one basis, a carer/spouse, a programme of work set up in a school with a TA, or as daily routine on a ward. The student supports their decisions about ‘frequency of involvement /dosage’ with appropriate context and evidence base. The student can decide which tasks are appropriate to the client, taking into account the client’s personal aims for intervention and the target behaviourThe student will provide evidence of the above and all aspects of their clinical reasoning in discussions and /or in written form in the university therapy proforma. |
| **E. INTERVENTION DELIVERY The student carries out the intervention in a professional and flexible manner, recognising when to adapt a plan.** | **Intervention may be face to face (in-person or tele-practice) delivering training, writing programmes, sourcing/creating relevant material.**  Within this competency a student demonstrates that they can develop a professional relationship with the client/carer that permits their active involvement.  On delivery of management the student is aware of and responsive to the client and adapts their management delivery, accordingly, including utilising their step-ups/step-downs. Flexibility is demonstrated. This might be changing an approach to accommodate a client’s behaviour, adapting the session towards teaching /demonstrating or discussion with a carer when this is more appropriate. Also, it would include adapting a session around a change in location etc.  The student’s skill at choosing or creating appropriate materials for the session comes under this section. This may be sourcing or creating materials for the client, or for carry over with carers, TA’s, ward staff, care home staff etc. The student demonstrates how to adapt materials according to different recipients. |
| **F. REFLECTIVE PRACTICE AND CRITICAL EVALUATION OF CLINICAL WORK.** | **The student can self-reflect, act on their reflections, and use advice from their practice educator across all aspects of their clinical placement. The student is balanced with their reflections and utilises a framework for their reflections.**  The student is able to reflect post session on the positive and development steps of the session. The student can demonstrate evidence of this by working through the cycle of reflection on tasks/activities/decisions during discussions/ or in follow up e-mails if this is easier in the setting or suits the student’s way of learning more closely.  The student is able to reflect on their clinical skills and the impact of their intervention in the session, being specific about the impact of the positive reflections and is able to be specific about how they will develop and adapt future sessions.  The student is able to reflect on the impact of the session on the client and can adapt it accordingly. They are able to plan the next steps and be specific about the changes they will make.  The student demonstrates that they are able to act on their reflections and subsequent advice from the PE and this is evidenced in their next plan.  F.4. Self- reflection becomes part of the skill of adaption and this is demonstrated when the student is able to do this within a session, deviating from their set plan and is able to discuss exactly why with the therapist after the session. |
| **G. COMMUNICATES EFFECTIVELY AND PROFESSIONALLY IN VERBAL AND WRITTEN FORMS** | This encompasses all mediums where information is communicated.  **Written.**  This will include reports, letters, referrals, programmes, case notes, advice sheets and e-mails.  The student demonstrates that they are able to provide written reports on request that need little modification from educator. Modifications are largely due to knowledge regarding local practice/procedure.  All reports are clear and relevant to recipient and include the expected material/information that the student has access to.  In reports, programmes and advice sheets the student is able to present data in a way the takes into consideration the recipient e.g. explanations of complex ideas, avoidance of jargon where appropriate. The student shows the skill of adapting information for parents, care -staff, teachers etc.  **Verbal**. The student is able to collect relevant data in an assessment session and present this during or after the session to other professionals e.g. teachers and physiotherapists, and/or carers in a succinct and appropriate manner.  It will also include how the student is able to feedback information to the client and carer within a session or on the telephone.  Verbal communication is professional and appropriate to the situation or information that needs to be provided/discussed. The student demonstrates that they can provide spoken explanations to a wide variety of recipients. |
| **H. EVIDENCED-BASED CLINICAL REASONING**  **(Theory to Practice)** | The student demonstrates the ability to integrate relevant theoretical knowledge with their holistic knowledge of the client. This includes:   * Care pathways * Clinical guidelines * Relevant research papers/journals * Diagnostic frameworks * Outcome measures   The student demonstrates clinical reasoning is in all aspects of their clinical work.  Evidence –based refers to the integration of theoretical knowledge including appropriate application of all the above.  The student demonstrates that they have a theoretical basis for the decisions they are making and are able to source and explain this basis. The student is able to discuss more than one source of information and is able to use the theoretical basis for explaining their choice.  The student is able to apply the knowledge they have learnt on previous placements and applies this to the current client group as appropriate. |
| **I. DEVELOPMENT TOWARDS BEING AN INDEPENDENT, AUTONOMOUS PRACTIONER.** | * Asks questions * Shows initiative * Is helpful * Recognises when to ask for support * Demonstrates independent learning through self-directed reading and research * Accepts that change happens * Is aware of their own boundaries and limitations  Additionally, the student is pro-active in managing the opportunities provided by the placement and engages as an adult learner. The student recognises and engages with the expectations of the placement. The student will look for opportunities to develop their independence including taking responsibility for carrying out work agreed with the educator, being a helpful co-worker/team member, seeking opportunities to support the day to day running of the placement. The student can give evidence of this by being able to follow through clients/and manage each step of intervention independently, making decisions as they go along and managing information giving and intervention. A student can give evidence of this by feeding back to placement educators in situations that allow them to work separately from the placement educator.  The student demonstrates that they know the limits of their knowledge and capability and requests support and additional information knowledge from their PE appropriately.  The student actively seeks independence. |