Outline of the
Clinical Education Programme

2015-16
Course outline

Clinical education

Outline of the clinical education programme

Year 1 Junior Freshman

Year 2 Senior Freshman

Year 3 Junior Sophister

Year 4 Senior Sophister

Placement Calendar 2015-16

Practice placements and student learning progression

Induction and Practice Based Research days

Supervision and support

Placement types

Placement roles and responsibilities guidelines

Continuing Professional Development Clinical education

Annual Clinical Educators Meeting

Introduction to Clinical Education

More detailed information on clinical education is available on the website http://www.tcd.ie/slscs/clinical-speech-language/practice-education/
Course outline

The Department of Clinical Speech and Language Studies at Trinity College, Dublin, provides an undergraduate educational programme for students who wish to join the speech and language therapy profession. The department provides a course which reflects the current knowledge and skill base in the discipline of speech and language pathology and therapy. It is hoped that graduates will be creative, critical thinkers who will be able to evaluate and apply theoretical knowledge to develop solutions to clinical problems. Our goal is to educate graduates who demonstrate a commitment to their clients and the profession by the provision of effective and efficient clinical services.

The content of the programme provides students with opportunities to gain knowledge from a range of disciplines and to integrate this knowledge with the speech and language knowledge base. A variety of teaching approaches are used including problem and case-based learning, clinical simulations along with direct teaching to foster self-directed learning skills and a scientific approach to knowledge. The key subject strands are interwoven across the four years to provide course coherence as summarised in the table 1.

Table 1 Course Outline

<table>
<thead>
<tr>
<th>Subject Strands</th>
<th>JF Foundation</th>
<th>SF Novice</th>
<th>JS Transition</th>
<th>SS Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech and Language Pathology</td>
<td>Introduction to SLT Professional practice, role, clinical context and content</td>
<td>Assessment principles: Profiling communication and feeding eating drinking and swallowing (FEDS) in clinical populations.</td>
<td>Intervention principles: Intervention for communication and feeding eating drinking and swallowing in clinical populations.</td>
<td>Management Communication Feeding eating drinking and swallowing caseloads</td>
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<tr>
<td>Clinical Education</td>
<td>Foundation clinical skills</td>
<td>Assessment, diagnosis, &amp; case management</td>
<td>Intervention: Clinical intervention workshops</td>
<td>Professional studies Case and caseload management Placements 3.1 Weekly 3.2 Block</td>
</tr>
<tr>
<td>Speech Language &amp; FEDS</td>
<td>Language studies Language acquisition FEDS lifespan</td>
<td>Assessment and diagnosis Communication and feeding, eating and swallowing disorders</td>
<td>Sociolinguistics Bilingualism Discourse analysis</td>
<td>Seminars Specialist topics</td>
</tr>
<tr>
<td>General</td>
<td>Phonetics Speech &amp; hearing Anatomy Physiology Normal swallow</td>
<td>Speech Sciences Linguistics Neuroanatomy</td>
<td>Neurology &amp; Psychiatry</td>
<td>Seminars Specialist topics</td>
</tr>
<tr>
<td>Psychology</td>
<td>Social and lifespan psychology</td>
<td>Cognitive-neuro-psychology</td>
<td>Learning Memory &amp; Cognition</td>
<td>Counselling principles and practice</td>
</tr>
<tr>
<td>Research</td>
<td>Introduction, Cross subject input Library courses</td>
<td>Principles and methods of empirical research</td>
<td>Research project</td>
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</table>
Clinical education

The clinical education of speech and language therapists operates as a joint undertaking between the colleges and members of the profession. The college provides structured learning and research opportunities for students to develop the knowledge base that will enable them to use the clinical placements provided by the profession to develop the skills and competencies necessary to become speech and language therapists. Therapists in their role as practice educators are vital to the development and delivery of the clinical education programme. The role and responsibilities of the therapist as practice educator has been written into all HSE job descriptions and is outlined in Practice Educator Competencies and Guidelines for Good Practice in Practice Education (2008, Therapy Project Office). The Therapy Project Office also clarified the roles of those involved in practice education and identified the following key roles:

Practice educators

Practice educators are therapists who undertake the key role in clinical education of providing practice placements for students in direct clinical work in a range of settings. They assist in the education of students by providing them with the clinical learning opportunities in community, school and hospital programmes that facilitate the linking of theory to practice and foster the development of clinical competencies. The role of practice educator involves the therapist in instructing, demonstrating, educating, supervising, mentoring and monitoring students as they progress through the clinical education programme. Practice educators provide opportunities for students to:

• Observe clients with a range of different communication and swallowing impairments.
• Observe therapists utilising the wide range of clinical skills and models that characterise the profession.
• Observe and participate in clinical administration and record keeping procedures.
• Observe and participate in client related team work.
• They also provide opportunities for students to develop specific skills and competencies by providing opportunities to
  • Sample, transcribe and analyse communication and swallowing behaviours.
  • Administer, score and evaluate assessments of a range of clients presenting with variety of communication and feeding eating, drinking and swallowing impairments
  • Evaluate and integrate assessment results with the professional knowledge base to formulate a diagnosis and determine optimal clinical pathways
  • Prepare, present and discuss clinical findings in a professional manner.
  • Plan and implement and evaluate therapy programmes with guidance and consultation.
  • Report and discuss assessment findings and therapy programmes in with clients, carers, co-workers and clinical educators both orally and in writing
  • Discuss and evaluate general models and principals and evidence underlying intervention with clients and their carers
  • Develop self-evaluation and professional monitoring skills

The following posts have been developed to support therapists in their roles as practice educators

Practice Tutors

These posts are funded by the HSE and based in health service agencies. The posts are at senior grade level with responsibilities for the provision of direct clinical education to students along with the provision of support to therapists in their role as practice educators. The posts associated with Trinity College all part time (i.e. .5 FTE or below)
Practice tutors currently in post in the Eastern area

Marie Cox, National Rehabilitation Hospital, Marie.Cox@NRH.IE
Emer Foley, St. James's Hospital, E Foley2@STJAMES.IE
Deborah Greenway, Beaumont Hospital, deborahgreenaway@beaumont.ie
Lindsay Harrison, Enable Ireland (Arklow), lharrison@enableireland.ie
Jessica Molloy, Mater Hospital, jemolloy@mater.ie
Jenny Neary, Central Remedial Clinic, jneary@crc.ie
Emma Wall, Connolly Hospital, emma.wall@hse.ie

Regional Placement Facilitators

These posts are also funded by the HSE and may be based either in the HSE services or in the university. The part time posts are at senior grade level with responsibilities in supporting practice educators across service locations as well as in the provision of clinical teaching and supervision.

Regional Placement Facilitators currently in post

Aoife Mhic Mhathúna, Dublin South East aoife.mhicmhathuna@hse.ie
Sarah Scott, Dublin North sarah.scott@hse.ie

The Regional Placement Facilitator placement post in Tallaght is currently vacant.

Practice Education Coordinators

These posts are funded by the HSE and based in the universities. The post holder has responsibility for the overall co-ordination of placements for the university and for sourcing and allocating student placements. Clothra Ní Cholmáin is the practice education coordinator in the department in Trinity College (ccholmin@tcd.ie). The practice education coordinator provides clinical educators with clinical information packs at the start of each academic year and informs regional facilitators, tutors and practice educators of the general learning objectives of the students assigned to their clinics.

Clinical Educators Eastern Region Group

The practice education coordinator hosts meetings 4 times a year with clinical educators based in the Eastern Region (CEER Group). These meeting allow for consultation between the department and clinicians on how the current programmes are working and possible impact of changes in the health services or in the college which could influence on the practice education programme.

Placement mentors

The department aims to offer as much support as is possible to clinical educators in their work with students. Members of the academic staff undertake the role of placement mentor to students in the final year placements. Practice educators are welcome to discuss any aspect of student work with the mentor and to consult with them on related areas.
Practice education is supported on a national level by the Health & Social Care Professions Education & Development division of the HSE and by National Steering Group on Practice Education (formally National Implementation Group for Clinical Placement Provision for Occupational Therapy, Physiotherapy and Speech & Language Therapy). The membership of this group is drawn from a cross-section of those with a direct involvement in practice education including the DoHC, the HSE, the Universities, the Professional Bodies and the Therapy Managers.

**Clinical Steering Committee**

The clinical steering committee is convened when matters relating to changes in the education programme or the clinical placement structures arise. The head of department, practice education coordinator, regional facilitators and tutors are represented or attend all meetings. The following client groups and service areas are represented through the facilitators and tutors: acute hospitals, rehabilitation hospital, physical impairment and community care. Representative of the other client groups / service areas are invited to attend as the need for additional expertise arises.
Outline of the clinical education programme

The clinical component of the course aims to provide the students with opportunities to acquire, integrate and apply professional knowledge and skills to a range of clients with a variety of communication and feeding eating, drinking and swallowing impairments. Clinical learning opportunities in college and health service clinics foster the development of the full range of competencies that will enable students to become members of the speech and language therapy profession.

Year 1 Junior Freshman

The Junior Freshman year serves as a preclinical year during which students acquire the core knowledge and lay down the foundation skills on which professional competencies can be based. They acquire basic knowledge in anatomy, language acquisition, linguistics, phonetics, physiology and psychology and are introduced to the professional role in modules covering service types, clinical contexts and practice. Foundation skills in the observation and assessment of general communication skills and in assessment of fluency, hearing, speech, swallowing and voice are studied and are actuated in preclinical practice in observation of infants and preschool children and by participation in the CONNECT project.

The main clinical learning goals for the Junior Freshman year are to

- Obtain knowledge of the profession and of general client groups
- Develop knowledge of the code of ethics and professional conduct for speech and language therapists.
- Develop knowledge of theories of interpersonal communication and demonstrate use of a range of interpersonal communication skills appropriate to speech and language therapy and multidisciplinary team working
- Demonstrate effective communication skills in a range of contexts with peers, communication partners, parents and others encountered during observational placements.
- Develop knowledge of typical patterns of communication across the lifespan and specific knowledge of typical fluency, hearing, speech, swallowing and voice profiles
- Develop objective observation and accurate reporting skills of general lifespan and language specific developmental markers
- Develop skills in identifying own learning goals and setting and achieving SMART objectives
- It is expected that these objectives will be achieved by students who engage in active learning and who participate fully in all the learning opportunities provided by the programme.

Year 2 Senior Freshman Novice clinicians

Academic course work is linked to clinical practice throughout the Senior Freshman year by the use of problem-based learning, lectures, video observation and discussions. Clinical assessment skills are targeted in general and area specific workshops during the first term. These workshops focus on integrating academic knowledge to clinical practice in the following areas: observation, transcription,
recording and analyses, use of formal and informal assessments, evaluating assessment findings and developing diagnostic and reporting skills.

The weekly clinical placement (1.2) in the second term provides the students with opportunities to develop practical assessment and client management skills under direction and supervision. During the 10-12 week placement (1 day per week) students are expected to begin to apply knowledge and skills of assessment to direct work with clients under the supervision of the practice educator. As novice students they need

- support to identify problems and solutions within the clinical context
- guidance to develop a holistic approach to the client and clinical context
- time to focus on their own performance and reflect on developing competencies
- structured feedback on developing competencies from practice educators

By the end of the second year students should be integrating knowledge from speech pathology, linguistics and psychology and applying this to clinical work and should have developed skills in

- Administering, scoring and evaluating formal and informal speech, language and feeding, eating, drinking and swallowing (FEDS) assessments with a range of clients and client groups
- formulating diagnostic hypotheses and discussing possible clinical pathways including onward referral, direct/indirect intervention, etc.
- Reporting and discussion of client needs both informally in tutorials and formally in case reports and presentations.

Students should be demonstrating basic competency on the majority of competencies rated on the Student Clinical Competency Evaluation form at level 1 (novice) before they enter the Junior Sophister year.

**General Experience**

Junior and Senior Freshman students are encouraged to gain experience of working with potential future client groups in general areas (i.e. not direct speech and language therapy) as general volunteers or in paid employment. This type of experience can serve to broaden a student’s knowledge of potential client groups. The experience gained should develop transferable competencies in general workplace skills.

Students who feel that they would benefit from such experience are advised to organise placements in summer camps, schools, day centre/hospitals, etc., independently. **They are requested not to contact Speech and Language Therapists to facilitate such placements.** The learning goals do not require the expertise and supervisory skills of speech and language therapists and are best met in a broader context with the student usually working as a volunteer in a service agency or on a specific project.

**Therapists are invited to contact the department if they are aware of any volunteering opportunities in their services and we will notify the students of these and the appropriate application procedures.**
Year 3 Junior Sophister Transition

The application of theory to clinical diagnosis and case management is stressed during the third year. Students attend weekly clinics (Placement 2.1) where they are given increasing responsibilities for client management as the year progresses. Students in transition will require a moderate level of supervision, monitoring and feedback to plan, implement and evaluate therapy programmes for a small number of clients assigned to them during the placement. They will also need

- support to identify significant factors for clients with complex needs and to recognize the effects of general and clinical environmental factors on client management.
- guidance in the evaluation of therapy programmes and their impact on the clients and environments.
- reflection time, structured feedback and guidance to develop self monitoring of professional competencies.

By the end of the third year students should have developed professional knowledge and skills in:

- Diagnosis of communication and FEDS disorders in children and adults.
- Planning of both long and short term therapy programmes, with guidance.
- Therapy execution and evaluation of effectiveness.
- Maintaining case files, writing reports and keeping clinical records record in a professional manner appropriate to the placement.

They should show knowledge of general principles in both theoretical and practical areas and should be able to identify their own learning needs in relation to clinical work in general and client specific issues.

Students are examined towards the end of the placement. The examination is carried out by the practice educator and a co therapist and covers evaluation of student record keeping, a short case presentation, observation of a clinical session and a short viva.

The 30 day clinical block placement (2.2) in May / June allows students to integrate knowledge acquired during the academic year and the competencies developed during previous placements and apply these to a wider range of client groups and communication FEDS impairments. During the placement, students should be able to work with a small caseload with regular consultation with the supervising therapist.

Students are assigned 6 research days during the placement. During these days they are required to use an evidence based approach to explore assessment and therapy approaches, clinical pathways, and service delivery options for the client group with whom they are involved. Students should be developing competency in self-evaluation and moving towards a collaborative supervision structure during this placement. They will require regular feedback on their performance from the practice educator to ensure that they are setting and achieving appropriate learning goals to enable them to take on the role and responsibilities of junior therapist in their final year. It is recommended that therapists schedule time for formal feedback sessions consultations on their block timetable.

Students are required to submit 2 case reports following this placement to both the clinic and the department. The marks from these reports contribute to the final year clinical mark.
Year 4 Senior Sophister Entry

Students at this stage of the education programme are expected to have developed knowledge of the principles underlying the assessment, diagnosis and treatment of disorders of communication and of feeding, eating, drinking and swallowing. The final year placements provide students with opportunities to strengthen and generalise competencies in these areas across a range of client groups and health service settings. Students should be able to work independently with regular consultation with the practice educator during their final placements.

Senior Sophister students begin their final year with an induction day followed by 8 Monday or Friday clinics. Students are expected to be responsible for a mini caseload during this placement and should be moving towards independence in assessment, planning, implementing and evaluating therapy. They should be able to evaluate their own performance objectively and set appropriate professional learning goals during the placement. Practice educators are requested to assist them in this by using a learning contract on the induction day and scheduling formal formative feedback during the placement. This placement is assessed by continuous assessment mark based on the student’s clinical competency during the placement and on a case presentation in the department of one client with whom they have worked during the placement.

The final clinical block placement is scheduled between 2nd of February and 8th of April. The 30 day placement comprises 24 clinic days, 6 research days. The student is assessed by continuous assessment and clinical examination. The clinical exam may take place after the student has completed 12 clinical days. The examination is conducted by the supervising therapist and a practice tutor / regional facilitator or college therapist. In a number of instances each year, the External Examiner may be present for this assessment in the role of moderator. Students should be demonstrating competencies at level 3 (entry) on the national Student Clinical Competency Evaluation Form as they complete the Senior Sophister programme.
Placement Calendar 2015-16
http://www.tcd.ie/slscs/clinical-speech-language

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<tr>
<th>2015</th>
<th>2016</th>
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SF 1.1 Workshops
JS 2.1 Induction
SS 3.1 Induction day +9 Mondays

**2016**

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<tr>
<th><strong>January</strong></th>
<th><strong>February</strong></th>
<th><strong>March</strong></th>
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SF 1.2 Mondays
JS 2.1 Thursdays
SS 3.2 30 day

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<th><strong>May</strong></th>
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<td>JS 2.2 30 days</td>
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Students should have an average of 3 hours per day direct client work during weekly placements and 5 hours during block placements. Students at all levels require reflection and management time for many tasks which are performed automatically by experienced therapists. In order to facilitate this it is recommended that all clinical schedules allow for indirect client hours. Students are required to use this time to formally evaluate therapy, prepare equipment therapy plans, consult with peers, practice educators, etc.
### Practice placements and student learning progression

**Table 3**

<table>
<thead>
<tr>
<th>Practice Placement</th>
<th>As they begin the placement students are expected to have knowledge of</th>
<th>Students are expected to be able to</th>
<th>Students are expected to develop the following during the placement</th>
<th>Student evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>1.2 Weekly Mondays January to April</strong></td>
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<td>Continuous assessment Written case report Oral case presentation.</td>
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</tbody>
</table>
| | • SLT role and scope of practice  
  • Social and lifespan psychology  
  • Introduction to Language Studies  
  • Language acquisition  
  • Phonetics  
  • Anatomy& Physiology  
  • Consent guidelines  
  • A range of routine clinical assessment procedures including frequently used standardized formal tests  
  • Informal assessments of hearing, FEDS, fluency, language speech and voice. | • Formulate diagnostic hypotheses  
  • Develop assessment session plans under direction  
  • Administer, record and score a range of formal and informal assessments  
  • Evaluate profiles to identify typical and atypical communication and swallowing profiles  
  • Identify possible intervention pathways with direction | • Knowledge of professional role and scope of practice  
  • General clinical skills in time management, record keeping & reporting  
  • Specific skills in sampling, recording and evaluating communication and feeding, eating, drinking and swallowing (FEDS) using both formal and informal assessments. Knowledge and skills in assessment should progress towards competency in sampling, recording and evaluating communication and FEDS behaviours as the year progresses. | |
| **2.1 Weekly Thursdays September to January** | • Above plus knowledge of evidenced based intervention from lectures and workshops during the year covering  
  • Developmental and acquired language disability  
  • Developmental and acquired motor speech impairments  
  • AAC Voice  
  • Fluency  
  • FEDS  
  • Research Methods  
  • Communication impairments in specific client groups e.g. TBI Dementia. | • Evaluate history and assessment findings and plan a short therapy episode for 2-4 clients with direction and guidance.  
  • Write outline intervention programme with goals and short term objectives agreed with practice educator and client/carer  
  • Implement and evaluate intervention programme with guidance initially but moving rapidly towards independence | Students are expected to spend at least 2.5 hours in direct client focused clinical work in order to link theory to practice and develop competency in the art and science of therapy. They also develop knowledge of SLT caseload and service work e.g. EBP, research, administration, developing materials, etc. and of interdisciplinary working practice | Continuous assessment Clinical examination (clinical files, case presentation, therapy session, viva) |
<table>
<thead>
<tr>
<th>Practice Placement</th>
<th>As they begin the placement students are expected to have knowledge of</th>
<th>Students are expected to be able to</th>
<th>Students are expected to develop the following during the placement</th>
<th>Student evaluation</th>
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<tr>
<td><strong>2.2 Block</strong> (30 days) May to June</td>
<td>The range of communication and FEDS impairments encountered in typical clinical caseloads. A range of assessment materials and methodologies to establish a diagnosis A range of intervention approaches for typically occurring communication and FEDS impairments.</td>
<td>To work with a small caseload under the guidance of practice educators initially but with a move towards collaborative supervision as the placement progresses.</td>
<td>Integration and application of knowledge acquired during the previous 3 academic years and the competencies developed in previous placements to a wider range of client and impairments. Competency in research for evidence based approaches to assessment, clinical pathways, therapy approaches and service delivery</td>
<td>Formative feedback SCCE Two case reports with marks going towards the final year clinical mark</td>
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<tr>
<td><strong>3.1 Weekly</strong> Monday or Friday for 8 weeks.</td>
<td>Above plus Knowledge of the principles underlying the assessment, diagnosis and treatment of Impairments / disorders of communication and of feeding, eating, drinking and swallowing. Knowledge of a range of evidence based therapy approaches to a range of client presentations</td>
<td>Take responsibility for a mini caseload and should be moving towards independence in assessment, intervention planning, therapy implementation and evaluation. Evaluate own developing competencies and develop own professional development plan with guidance</td>
<td>Stabilise competencies already established across a range of client groups and clinical presentations. Develop new skills to cope with diverse client needs. Develop knowledge of caseload and service management.</td>
<td>Student learning is evaluated by continuous assessment in the placement and a college based case presentation.</td>
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<tr>
<td><strong>3.2 Block</strong> (30 day)</td>
<td>Above plus Knowledge of broad based interdisciplinary approaches to intervention with specific clients groups.</td>
<td>Students are expected to be responsible for a small caseload during the placement and should be showing independence in assessment, planning, implementing and evaluating therapy. They should be able to work independently with regular consultation with the practice educator.</td>
<td>This placement provides students with opportunities to strengthen and generalize core clinical competencies across a range of client groups and service settings.</td>
<td>Student learning is evaluated by continuous assessment and a clinical examination comprising observation of two clinical sessions and a viva.</td>
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Induction and Practice Based Research days

All placements include a preplacement induction day and scheduled time for placement related research.

Induction day

The pre placement induction day should to allow both student and practice educator to meet and discuss the upcoming placement. The meeting should serve to clarify the expectations both of students and practice educators for the placement. It should allow the student to identify their learning needs and set appropriate learning goals for the practice placement. It should also allow the practice educator to outline what learning opportunities can be provided in their service. Pre placement learning goals should be identified and time frames for their achievement discussed with the student.

These may include readings, preparation and practice of tests and assessments, preparation of materials, etc. We would be grateful if practice educators could allow students time to become familiar with tests in the clinic if these are not available to them in college.

Possible areas for discussion include

Clinical
- Client groups
- Assessments and tests used
- Clinical pathways
- Therapy approaches
- Equipment and resource material available for student use in the clinic

Service management and administration
- Health and Safety regulations, policies and procedures
- General policies and procedures
- Record keeping policies and procedures (specifying student and supervisor roles)
- Student administrative responsibilities – discuss and agree
  - appointment booking
  - room booking
  - transport booking
  - patient transfer system
  - postal system
  - on ward referral of clients within service / to other services
  - telephone system/message taking
  - data collection and recording
  - equipment use (including use of computers for e mail and web access)

The induction also allows the practice educator to introduce the student to the service, to co workers and to the learning opportunities that can be provided in the setting. If the placement is in a team setting it would be useful if the student could be allowed observe their future client groups working with other team members.
**Practice Based Research days**

The lecture schedule for the weekly clinics allows the students time for research and clinical work on non-clinical days. The block placements allow for one day per week to be spent on research. The research focus will change as students progress through the programme.

**Year 2 Senior Freshman**

Research into evidence based assessment for clients groups encountered on the placement.
Research into inter-disciplinary team structures, members, roles, scope of practice, etc.

**Year 3 Junior Sophister**

Research into evidence based intervention for clients groups and communication /FEDS encountered on the placement.
Research into clinical pathways and service delivery
Research into inter-disciplinary team members, roles, scope of practice, etc.

**Year 4 Senior Sophister**

Research into caseload and service management

Research into evidence base for assessment and intervention with specific client groups with complex communication and FEDS needs.

Students at all levels benefit from involvement in all aspects of clinical research during placements and should be included where possible in activities such as data collection and analysis for clinical and service audits, literature reviews and research to develop information leaflets for client groups and the general public, etc.
Supervision and support

The degree and type of supervision required by students will vary from novice to entry level. The level of support required at different levels can be summarised as follows

LEVEL 1:

LEVEL 1: Clinical supervision

Novice level student speech and language therapists will require specific direction and direct supervision from the practice educator(s) in all aspects of clinical work. They are expected to demonstrate the ability to

- Perceive and discuss clients and clinical context holistically
- Identify problems and possible solutions within the clinical context
- Apply theoretical knowledge to client communication /FEDS profiles
- Follow directions and established procedures to achieve agreed clinical objectives
- Demonstrate skill in carrying out routine assessment and intervention procedures

Novice students will need time to focus and reflect on their own performance. They will benefit from specific developmental feedback from practice educator(s) on developing clinical skills and competencies.

Transition level student speech and language therapists will require guidance and specific supervision from the practice educator(s) in planning, implementing and evaluating clinical work. They are expected to

- Carry routine clinical tasks effectively following clinical guidelines and procedure
- Demonstrate proficiency in the of routine assessments and intervention techniques
- Recognise routine patterns in clinical presentations
- Apply theoretical knowledge to assessment, diagnosis and management planning for clients with communication / FEDS impairments
- Manage their work diligently, seeking guidance when required

Transition level students will need regular feedback from the practice educator(s) on developing competencies. Both developmental and evaluative feedback is needed at transition level. Developmental feedback should be clear, specific and related to placement and learning outcomes.

LEVEL 3: Level of supervision

Entry level student speech and language therapists will require collaboration between student and practice educator and general supervision of clinical work. Entry level students are expected to

- Carry routine clinical tasks efficiently following clinical guidelines and procedures
- Perceive clients, clinical situations and service policies holistically.
- Demonstrate adaptable proficiency in routine clinical assessment and intervention techniques and strategies to meet varying client needs
- Manage their work in an accurate and efficient manner

Entry level students should be able to self-evaluate their own competency levels and actively seek advice, guidance, demonstration, etc. when needed through consultation with practice educators.

The process should ideally move from direct active supervision at novice stage towards collaborative at transition and consultative self-supervision by entry level as illustrated by the lines superimposed on Anderson’s continuum in figure 1.


The degree of supervision will also vary depending on the complexity of the caseload / clients, the stage of the placement and the student’s levels of competency across the required practice areas.

The type of supervision and formal and informal feedback sessions should be discussed with the students during the induction meeting. Students complete a clinical learning self review form prior to each placement and should be able to discuss their learning and supervision needs during this meeting.
Placement types

The traditional practice placement relied on a one to one model of supervision but additional types of placement provision are currently developing across all professions in the health services. The department, along with members of the profession in health service agencies, have been exploring a range of placement types over the past number of years in order to identify efficient and effective ways to develop professional competencies while maximising gain to the clients and health service agencies.

Paired and group placements

The department has been encouraging the use of paired and group placements for students over the past 10 years. The aim of paired placements is to provide a learning environment for students that reduces pressure on individual performance and allows them to benefit from the knowledge and skills of their peers. These have been found to be efficient by practice educator and students. Practice educators report reduced demands on their time as the students provide learning and social support for each other. The students also problem solve together, resulting in discussion time with placement educator being more focused.

Paired work also serves to prepare students for future professional work by encouraging development of

- the ability to share knowledge and skills necessary for professional team working.
- professional reporting and discussion skills
- problem solving skills,
- the ability to work under observation and share goals with others.

Paired placements may be organised in a variety of ways with the main principle being that each student take his/her quota of clients for direct work but in addition they also share their knowledge of the client/s with their paired partner.

They may involve the peer in client management as

- Co-therapist, i.e. direct delivery, e.g., partner in activities, role model, demonstrator, etc.
- Observer / recorder during therapy e.g. peer provides feedback on therapy, observations on session management, etc.
- Consultant on therapy but not directly involved as observer or participant, i.e., peer does not observe therapy but is familiar with the case notes. Student summarises and discusses therapy plans and implementation with peer and consults on client management session.

Paired students must schedule time for peer discussion and feedback during each placement.
**Group placements**

Group placements involving 4-10 students have been used for specific clinical projects and programmes by both on-site clinical educators and by therapists in Health Service clinics. These have involved groups of 4-8 second, third and final year students in clinical work with particular client groups. They have provided students with a wide range of experience and enabled therapists to undertake specific service delivery or therapy projects. These projects have included initiatives to reduce waiting lists for assessment and to provide therapy for clients with specific disorders / impairments such as voice and fluency. Please contact the department if you are interested in working with students in this way.

**Long arm placements/ joint supervision**

The use of group placements has contributed to the development of shared supervision between on site and health service clinical educators involved in second and third year case management placements. Shared supervision involves the speech and language therapist in the clinic supervising and mentoring students in service delivery to clients with support provided through tutorials and occasional clinical visits by a practice tutor, regional placement facilitator or member of the academic staff.
Placement roles and responsibilities guidelines

Therapists are referred to the Guidelines for Good Practice in Practice Education (Therapy Project Office, 2008 available at [http://www.hseland.ie](http://www.hseland.ie)) for more detailed explanation of the roles and responsibilities of all involved in student education.

<table>
<thead>
<tr>
<th>Pre-placement</th>
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<tbody>
<tr>
<td><strong>College</strong></td>
<td>Ensure that students have the opportunity to acquire an adequate knowledge base for the placement</td>
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<tr>
<td></td>
<td>Ensure that the student has shown potential to use the professional skills required in the placement</td>
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<tr>
<td></td>
<td>Ensure that students are aware of the professional code of ethics and conduct</td>
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<td></td>
<td>Ensure the student is aware of the placement learning goals</td>
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<tr>
<td></td>
<td>Ensure that the student is aware of the supports and resources available to them in the department and in college to meet their learning needs</td>
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<tr>
<td><strong>Student</strong></td>
<td>Attend pre placement clinical briefings</td>
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<td></td>
<td>Read materials from relevant the professional knowledge to prepare for the application of theory to therapy</td>
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<td></td>
<td>Practise the specific skills required for their placement with peers i.e. practice use of assessment tools, IT systems, etc.</td>
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<td></td>
<td>Conduct a learning review and identify learning goals for the placement</td>
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<tr>
<td></td>
<td>Prepare and post a clinical CV to the practice educator when placement confirmed</td>
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<tr>
<td></td>
<td>Contact the practice educator to confirm stating details</td>
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<tr>
<td><strong>Practice educator</strong></td>
<td>Forward an information pack to student</td>
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<tr>
<td></td>
<td>Design and implement placement procedures to ensure that quality of client care and service management are maintained</td>
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<tr>
<td></td>
<td>Select student caseload and service delivery options</td>
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<table>
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<tr>
<th>During the placement</th>
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<tbody>
<tr>
<td><strong>College</strong></td>
<td>Have links available to support placement educator and students should the need arise e.g. PEC college mentors.</td>
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<tr>
<td><strong>Student</strong></td>
<td>Respect the professional ethical code and conduct guidelines</td>
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<tr>
<td></td>
<td>Show respect for the clients and the host agency service by observing written and unwritten codes of dress and conduct</td>
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<td></td>
<td>Act within the guidelines laid down by their practice educator in client and caseload management and in administration and record keeping.</td>
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<td></td>
<td>Engage in active learning to set and achieve clinical learning goals</td>
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<td></td>
<td>Practise honest self evaluation of performance and professional behaviour and share learning goals and needs with practice educator</td>
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<td></td>
<td>Accept feedback from practice educators and modify behaviour if requested</td>
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<td></td>
<td>Use reflective practice and independent learning to further develop knowledge and skill base</td>
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<tr>
<td><strong>Practice educator</strong></td>
<td>Ensure that students are aware of the service policies and procedures in record keeping, health and safety and general administration.</td>
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<td></td>
<td>Ensure that students are aware of the case and caseload responsibilities being entrusted to them and of the limitations placed on these by the clinician.</td>
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<td></td>
<td>Establish schedule of direct and indirect supervision*</td>
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<td></td>
<td>Establish evaluation and feedback schedule.</td>
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<td></td>
<td>Involve the student in discussion of clinical learning goals and supervision process.</td>
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<td></td>
<td>Assist the student in the description and measurement of his/her progress in developing clinical competencies</td>
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<tr>
<td>Post placement</td>
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<td>---------------------------------------------------</td>
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<tr>
<td><strong>College</strong></td>
<td></td>
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<tr>
<td>Collect evaluation form and add to student profile</td>
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<tr>
<td>Collect general placement feedback from students</td>
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<tr>
<td>Collect feedback from practice educators</td>
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<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td>Attend pre and post placement clinical briefings</td>
<td></td>
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<tr>
<td>Collect general placement feedback from students</td>
<td></td>
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<tr>
<td>Collect feedback from practice educators</td>
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<tr>
<td><strong>Practice educator</strong></td>
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<tr>
<td>Sign student hours form</td>
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<tr>
<td>Return student evaluation form</td>
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<tr>
<td>Provide general i.e. non student specific feedback to school if warranted.</td>
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<tr>
<td>Conduct long term and short term cost/benefits analysis of student placement</td>
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**HSEland resource for Practice educators**

The Health & Social Care Professions Education & Development unit of the HSE has supported the development of online resources for practice educators. These are now available online.

The modules cover

- Professional Practice Competencies
- Education
- Supervision
- Assessment/Evaluation
- Management & Administration Competencies

To access the modules go to [http://www.hsland.ie](http://www.hsland.ie) and login.

Go to Practice Development Hubs and select Health & Social Care Professionals Hub. Open hub and select Practice Education. The online course can be accessed on the dropdown menu. It consists of 5 modules covering general practice educator competencies and contains many useful links to related websites.

There is also a range of online courses available at Futurelearn

[https://www.futurelearn.com/courses/categories](https://www.futurelearn.com/courses/categories).
Continuing Professional Development Clinical education

All therapists involved in clinical education are invited to attend the
Annual Clinical Educators Meeting

Wednesday 23rd, of September 2015
Venue: Room 103-4, Trinity College, 7-9 South Leinster Street, Dublin 2
Time 2.00 – 4.30
(Tea / Coffee and snack available from 1.30)
Topic: Revised Student Clinical Competency Evaluation

The annual clinical educator meeting provides an opportunity for therapists and educators to share their experiences of problems encountered and solutions found during practice placements. The meeting provides a forum for a review of placement education and for explorations of possible changes in learning objectives, placement types and timings. The focus this year the revised Student Clinical Competency Evaluation forms.

Continuing Professional Development Clinical education

The Department supports the continuing professional education of those who are involved in the clinical education programme by the provision of regular workshops and educational programmes. Details of these are updated regularly on our webpage http://www.tcd.ie/slscs/clinical-speech-language/. The courses on the following pages have been arranged for 2015-16.
Introduction to Clinical Education

Dates 22nd and 23rd of September, 2015
Venue: 103-4, Trinity College, 7-9 South Leinster Street, Dublin 2

This course is for therapists new to the role of practice educator and for those who would like to refresh their knowledge of the education programme, the learning needs of students and the assessment of student learning. It aims to provide therapists with knowledge of the undergraduate education programme provided by Trinity College and to provide them with knowledge and skills that will enable them to facilitate student learning during clinical placements.

Learning Outcomes
On completion of the course therapists should
- Be familiar with the content and structure of undergraduate education of the Dept. of Clinical Speech and Language Studies, Trinity College
- Be aware of the general student learning objectives throughout the programme
- Be familiar with the learning goals, structure and timing of clinical placements
- Be familiar with the roles and responsibilities of College, students and practice educators and the Guidelines for Good Practice in Practice Education (Therapy Project Office May, 2008).
- Be able to plan, implement and facilitate student learning in their clinical settings
- Apply principles of learning and feedback as appropriate to students as adult learners
- be familiar with the assessment schedule and with the application of the competencies frame work to formative and summative evaluation of performance in the clinical setting

Outline programme (Provisional)

Tuesday 22nd of September, 2015
9.45 Overview of undergraduate education programme
11.00 Overview of the clinical education programme
11.45 Practice education – roles and responsibilities
2.00 Placement practicalities and possibilities
   Placement pathways
   Schedules and learning objectives
   Induction packs
   Health and safety
   Fitness to practice

Wednesday 23rd September, 2015
9.30 Evaluating clinical competencies
Placement practicalities and possibilities
Student assessments and clinical examinations
Formative assessments
Giving and receiving feedback

2.00 General meeting Students in difficulties: difficult students
Educators, Supervisors, Mentors and Gatekeepers

22nd of January, 2016 (1.30-4.30pm)
(Tea / Coffee and snacks available from 1.30)

Venue Room 103-4, 7-9 South Leinster Street Trinity College, Dublin 2

This workshop is for practice educators involved in fostering and examining the development of clinical competencies in final year students. It begins with an informal lunch to allow therapists to meet the mentors / examiners who will be supporting the students assigned to their clinics. The workshop focuses on the competencies to be developed during the final placement and provides opportunities for discussion on assessment formats and examination procedures.

Learning Outcomes
On completion of the workshop practice educators should be

- familiar with the structure of the SS final placement
- aware of the learning objectives set for the assigned research days
- aware of the structure and contents of the clinical examination
- familiar with Level 3 of the National Student Clinical Competency Evaluation Forms

Off site workshops

Topic: Revised National Student Clinical Competency Evaluation Forms

Introductory workshop
The practice education coordinator will visit therapy departments on request to provide training and support for practice educators in the use of the Revised Student Clinical Competency Evaluation forms. The workshop takes 1.5 – 2 hours and introduces therapists to the competencies rated, the rating indicators and use of the forms for formative and summative feedback structure.
**Continuing Professional Development**  
**Clinical education**  
**Application form**

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| Name |  
| Clinic Address |  
| Phone No | Best time to contact:  
| Fax No | e-mail |

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Please indicate meetings / courses you hope to attend and return by **30.8.15**.

| Clinical Educators meeting | Wednesday 23rd, of September 2015  
| Introduction to Clinical Education | 22nd & 23rd of September 2015  
| Educators, Supervisors, Mentors and Gatekeepers (Workshop for SS 3.2 practice educators) | 22nd of Jan. 2016 |

The department arranges regular continuing professional education opportunities for therapists and welcomes suggestions for topics. The courses are organised in response to suggestions from the profession which may be made by contacting any member of staff. Therapists are also invited to present at these seminars. Seminars can only take place if a minimum of 12 people apply.

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Please e mail suggestions for courses to **cholmin@tcd.ie** or the regional placement facilitators or tutors.