

MSc (Pre-registration) Speech & Language Therapy
Year 2 Terms 1,2,3 SLT Adult Communication Partner
Placement Assessment

University of Essex

Student Name		
Registration Number		
Personal Tutor		
Dates of Placement		
Practice Facilitator		
Placement Site		
Speciality		
Retrieval placement	Yes/No	
Visiting Lecturer		Date of Visit(s)

**If you have any concerns/issues regarding this student please phone
01206 874557 as soon as possible**

Part 1 Health and Safety, Non-discriminatory practice and Professionalism	Pass/Fail	Signature of University Lecturer
Part 2 Learning Outcomes	Pass/Fail	
Part 3 Skills Checklist	Pass/Fail	
Part 4 Analysis and reflective log	Pass/Fail	Date

Overall placement mark | **Pass/Fail**

If this booklet is misplaced please send to the address below, or email hhsplace@essex.ac.uk

Placement Administrator
School of Health & Human Sciences
University of Essex
Wivenhoe Park
Colchester Essex
CO4 3SQ

Communication Partner Placement Student Induction Record

Health & Safety

Duties of Placement Providers

'Under the Health and Safety (training for employment) Regulations 1990, students participating in work experience are regarded as the placement providers' employees for the purpose of health and safety. Providers must therefore ensure, so far as it is reasonably practicable, the health, safety and welfare at work of all their employees'.

Please note: for any incident affecting the student's health or safety, please attach a copy of the incident form completed.

On day 1 of the placement the student has been given information relating to:

- | | Date completed | Facilitator Initials | Student Initials |
|---|----------------|----------------------|------------------|
| • The named person to go to in the event of difficulties | | | |
| • Information about the bleep system (where appropriate) and relevant emergency telephone numbers | | | |
| • Emergency procedures, including Cardiac Resuscitation Procedures, Fire and Security | | | |

Also during their induction period, the following policies and procedures have been made available to the student:

- | | Date Completed | Facilitator Initials | Student Initials |
|---|----------------|----------------------|------------------|
| • Incident Reporting | | | |
| • Health & Safety including COSHH | | | |
| • Manual Handling, Infection Control & Fire | | | |
| • Harassment and Bullying | | | |
| • Equal Opportunities | | | |

NB. This should not replace but be in addition to, the student information pack

Record of contact with University

Initiated by:	Person Contacted:	Date and Method:	Response received:

If you have any concerns/issues regarding this student please phone 01206 874557 as soon as possible.

Part of induction is the **learning contract** completed by the Student and the Visiting/Lecturer Practice Facilitator and is included below. This is intended to assist both students and staff in identifying individual needs and in planning the progression of the placement. Please be aware that students with identified special needs should be assessed as to whether they can achieve the learning outcomes only once they have been given the extra support they require.

Student expectations discussed

Practice Educator expectations discussed

Personal Placement Needs and Aims		Identified Specific Learning Needs
Needs identified before placement starts or following previous placement (to be completed by student prior to placement)		I have disclosed a disability or specific learning need to my educator. Yes/No Date: Sign by educator: Sign by student: If yes, the ways in which this may impact upon my learning experience have been identified and discussed. Strategies to be implemented include:
Current Placement Needs and Aims (Agreed in discussion with Practice Facilitator/Visiting Lecturer)		Resources Available in the Department (Identified by discussion with practice educator)
1		
2		
3		

Reflection on Achievement of Learning Contract

	Interim (to be completed by student) in collaboration with their peer prior to interim submission	Final (to be completed by student) in collaboration with their peer prior to interim submission
1		
2		
3		

Part 1

Failure of any objective in Part 1 will override Part 2 of the assessment and cause the student to fail the placement. If there are concerns relating to the Student's performance in Part 1, please contact the University immediately on **01206 874557**.

Record of warnings must be completed in situations where there are concerns relating to safety or professional behaviour and must be signed by both Student and Practice Facilitator

Learning Outcome 1	Fail		
<p>1). Integrates health and safety legislation into speech and language therapy practice taking account of local policy and procedures.</p>	<p>Fails to apply knowledge of departmental health & safety policy to specific patient groups/conditions (e.g. infection control, moving and handling, hazard control and risk management).</p> <ul style="list-style-type: none"> • Persistently fails to protect self or use protective equipment correctly. • Is unaware of or disregards the contraindications of treatment. • Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk. • Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints. • Persists in unsafe practice despite verbal instruction and/or warnings. 		
<p>Record of warnings given: Any entries should be dated and signed by both the student and the Practice Facilitator/Visiting Lecturer.</p>			
<p>Part 1: Learning Outcome 1 Signed / dated:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Pass</td> <td style="width: 50%; text-align: center;">Fail</td> </tr> </table>	Pass	Fail
Pass	Fail		

Learning Outcome 2	Fail		
<p>2) Demonstrates non-discriminatory practice.</p>	<p>May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process</p>		
<p>Record of warnings given: Any entries should be dated and signed by both the student and the Practice Facilitator.</p>			
<p>Part 1: Learning Outcome 2 Signed / dated:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Pass</td> <td style="width: 50%; text-align: center;">Fail</td> </tr> </table>	Pass	Fail
Pass	Fail		

Part 2 Learning Outcomes:

This part contains three areas of practice (sections) on which the student is assessed.

- Interpersonal Skills
- Professional Knowledge
- Professional Interactions

Learning outcomes have been identified and listed for each section. The learning outcomes indicate what the student should have achieved by the **end** of the placement. If it is identified that a student has achieved a Learning Outcome before the final assessment, then this can be recorded as a pass. For example a student may demonstrate exceptional skills and competence in relation to one learning outcome and this can be acknowledged.

The assessment of achievement against Learning Outcomes should take the form of student reflection on performance and a collaborative discussion between the student and their Practice Facilitator. For each learning outcome a tick can be used to indicate achievement.

If it is identified at interim assessment or at any other time that the student has learning needs which may give rise to a Risk of Failure then the Practice Facilitator should contact the University Speech and Language Therapy Team immediately to arrange a three way meeting and the implementation the Risk of Failure Process (see also Clinical Handbook) .

By the end of the placement the student should be able to demonstrate the following Learning Outcomes:

Interpersonal Skills	Interim Give brief details of activities which meet the Learning Outcomes	Final Give brief details of activities which meet the Learning Outcomes
1. Explore and adapt personal communication (e.g. using non-verbal strategies) in order to communicate effectively with your communication partner.		
2. Be comfortable and relaxed in the company of your communication partner. Have the interpersonal skills to engage your communication partner in cooperative activity; understanding how personal communication skills affect clients' understanding / responses and impact on the health and social care relationship.		
3. Able to communicate and work cooperatively with your communication partners family / significant others, where appropriate, responding to feedback and information.		
4. Using prior experiences, knowledge and skills ; be able to communicate and work cooperatively with staff involved in the care of your communication partner, where appropriate, responding to feedback and information.		

Professional Knowledge	Interim	Final
<p>1. Apply prior learning and background knowledge (including knowledge of linguistics, psychology, sociology and biological sciences) to understand observations of your communication partner drawing inferences regarding their;</p> <ul style="list-style-type: none"> - communication profile (including behavioural analysis) - interactions with peers - interactions with staff 		
<p>2. Understand terminology used in the placement setting and request clarification where needed.</p>		
<p>3. Understand the role and scope of SLT within the placement setting; and compare this understanding to your prior learning and experiences.</p>		
<p>4. Understand the nature and limits of the 'duty of care' as a visitor</p>		
<p>5. Understand the importance of involving family / significant others in the communication partner's residential and healthcare plan</p>		
<p>6. Understand the role of professionals involved within the placement setting and consider their impact on your work.</p>		

Application of knowledge and skills	Interim	Final
1. While reflecting on prior learning and experiences, make accurate records of language interaction with your communication partner under a variety of circumstances.		
2. Transfer knowledge of data collection and recording and appropriately apply to your communication partners setting.		
3. Demonstrate that the Student maintains confidentiality at all times and ensures that informed consent is established (including additional consent required for audio and visual recording).		
4. Be aware of the health and safety policy within the organisation and demonstrate adherence to Health & Safety policy at all times.		
5. Practice in a non-discriminatory manner respecting the rights, dignity and autonomy of your communication partner.		
6. Manage own time efficiently demonstrating good time keeping and attendance and meeting work deadlines.		
7. Recognise and reflect on the strengths and limitations of your personal and professional knowledge and skills, identifying transferrable skills and being able and willing to request advice where appropriate.		

Part 3: Skills Checklist

To pass this component the student must have actively sought and engaged in relevant activities relating to the skills below. The student must have carried out the skills safely and effectively with appropriate clinical reasoning, as relates to the nature of the placement. (N.B. The practice educator will have assessed the student's ability with practicing these in Part 2 of the placement assessment. The University Lecturer will assess the student's written log and reflective commentary.) Where a skill cannot be reasonably achieved at the placement setting a reflective discussion will be held between the practice educator and the student and the skill highlighted for the student's next placement. This checklist should be cross referenced with the student's placement log and reflective commentary.

Interpersonal skills	Interim	Final
Interaction with staff		
Staff meeting or wider home activity		
Professional knowledge		
Exploring staff roles		
Interaction with relative / carer if appropriate		
Professional Interaction		
Observation of adult resident peer-peer language interaction		
Observation of adult resident – staff/carer interaction		
Observation of adult resident interaction with yourself as a visitor/helper		

Recommendations / Action plan for future learning/ Clinical practice

This section should be completed by the student following their viva examination. A copy will be provided for student learning.

Part 4 Analysis & Viva

Student Name:	
Staff Name:	
Date:	

Introduction to CP – needs, opportunities, abilities and challenges	
Reflection on own communication strengths and adaptations made to accommodate CP needs	
Clinical reasoning on choice of pragmatic analysis	
Reflective log	
Pass-Competent	Pass – Exceptional
Signature	Fail
Date	

Part 5 – Record of Practice Hours Completed

The university is required to ensure that all students have the opportunity to complete a total 150 sessions / 575 hours of placement experience. The student completes this record but **the practice educator should monitor and sign** that the record is accurate.

This placement equates to 12-16 sessions (where a session is 3.5 hours), 6-8 days or 56 hours in total.

If not completed, you will be contacted by the student or relevant University to clarify the student's practice sessions and hours.

Day	Date	Sessions	Hours
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
Additional Days			
		Total:	Total:

Cancelled sessions and Reasons:

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I confirm that this is an accurate record of the hours completed by the student.

Name of practice educator:	
Signature of practice educator:	
Date:	

Student name:	
Signature:	
Date:	