

Learning Environment



Speech and Language Therapy

Learner Booklet

Welcome

We would like to warmly welcome you to Lancashire Teaching Hospitals NHS Foundation Trust (LTHTR). Incorporated on the 1st of April 2005, LTHTR was the first trust in the county to be awarded “Teaching Hospitals” status.

We have created this pack as a useful resource to help you to settle in with us. The purpose of this booklet is to provide you with information to help you on your learning environment.

About LTHTR

We have three equally important strategic aims:

- To provide outstanding and sustainable healthcare to our local communities
- To offer a range of high-quality specialist services to patients in Lancashire and South Cumbria
- To drive health innovation through world class education, training and research

We provide a range of Hospital based health services for adults and children and cover a range of specialities. These include cancer services such as radiotherapy, drug therapies and surgery, disablement services such as artificial limbs and wheelchair provision. Other specialities include vascular, major trauma, renal, neurosurgery and neurology including brain surgery and nervous system diseases.

Our five core values:

- Being caring and compassionate
- Recognising individuality
- Seeking to involve
- Building team spirit
- Taking personal responsibility



We deliver care and treatment from three main facilities:

- Royal Preston Hospital
- Chorley and South Ribble Hospital
- Specialist Mobility and Rehabilitation Centre, Preston

In relation to car parking, please refer to your Induction to the Trust, for information regarding car parking. Additional information can be found on our Intranet page.

<https://legacy-intranet.lthtr.nhs.uk/car-parking-documents>



Learning Environment

Welcome to the Speech and Language Therapy Department which is part of the Integrated Nutrition and Communication Services. We are a very friendly team comprised of Speech and Language Therapists, SLT Trainee Assistant Practitioner, SLT Assistant and Admin staff. We hope you will really enjoy your placement with us and have created this pack as a useful resource to help you settle in with or team. The purpose of this document is to provide you with information to help you on your first visit, as well as serving as a useful reference point until you are familiar with procedures in the department. The document will also help to clarify some issues relating to your clinical work in the department.

Please do not hesitate to ask your Clinical Educator or contact the Department for any further information.

Our speech and Language Therapy department covers a wide range of specialist clinical areas. We provide a high-quality service to inpatients and outpatients at the Royal Preston Hospital and Chorley and South Ribble District Hospital. Our services support's patient's locally and from the Lancashire and South Cumbria area.

We offer a FEES (Fiberoptic Endoscopic Evaluation of Swallow) and VFS (Video fluoroscopy) service and support patients with tracheostomies, laryngectomies, dysphagia, dysarthria, apraxia, cognitive communication disorders, voice disorders and in paediatric feeding clinics. We provide dynamic assessment, diagnosis and specialist intervention. We deliver regular training sessions as part of the Health Care Assistant induction programme, Enteral Feeding Study Day, Tracheostomy awareness and Neck Breathers awareness day.

The Adult Speech and Language Therapy team provides services for individuals (aged 18years+) with communication, voice and/or swallowing disorders. If you have any personal or sensitive issues relating to any specific client group, please make your Clinical Educator aware of this.

Listed below are the expectations that your Clinical Educator will have of you while you are on placement. The aim of setting out these expectations is to prepare you adequately for your placement.

- ✓ It is expected that you will attend all days of clinical placement. Your first induction session is vital, so that you can discuss your learning contract and you can familiarise yourself with clinic administration and the clinic day.
- ✓ It is important to be prompt and on time. This will allow you adequate time for planning and preparation for your clients and discussion with your Clinical Educator.
- ✓ Please bring with you a summary of your past clinical experience. This will help your Clinical Educator gain an insight as to where you are in your learning and to create learning opportunities for you.

- ✓ Please bring your aims for the placement on your first day. If you have been on placement previously, your Clinical Educator may have given your ideas for further development. These can be put into practice on your placement with us. These aims will form your learning contract and will be reviewed during your placement.

We would like your placement to be a two-way learning process between your Clinical Educator and yourself. We are here to support you in becoming a clinician and offer you the opportunities to develop your clinical skills. We expect that you will have a positive attitude to learning, take responsibility for your own learning outcomes and share this with your Clinical Educator.

SMART Goals

We expect students to arrive on placement with pre prepared SMART goals which have been sent to your Clinical Education prior to your placement starting. Universities will provide example objectives; however, it is important that your goals are specific to *your* learning needs and achievable within the time allocated and clinical specialism.

Example:

X – Not Smart	To independently complete formal assessment on an adult patient, interpret the findings and relate back to the clinical condition.
✓ - Smart	By week 4 I will be able to perform an oro-motor assessment on a stroke patient independently, interpret the findings and relate back to the stages of swallowing.

Dress Code (Uniform Policy)

A smart, professional image must be maintained by all staff working within the Trust, irrespective of whether they are in uniform or not. Clothing that exposes the midriff is not acceptable. Denim or other forms of very casual clothing should not be worn. Students are required to be “bare below the elbow” in clinical areas and long sleeves need to be rolled to above the elbow. Short sleeved tops are usually worn, but sleeveless tops are not appropriate. Cardigans, jumpers and jackets will be removed when entering clinical areas and ties will either be removed or tucked into shirts.

Clinical personnel should wear clothes that can easily be cleaned and that do not present an infection hazard within the clinical setting. As a result, clothing should be laundered daily and be capable of withstanding frequent washing at higher temperatures, but that also minimise the adherence of contaminants.

- ✓ **Hair** should be clean, neat and worn in such a way that the hair does not reach below the collar. Hair should be tied back when working in clinical settings.
- ✓ **Fingernails** must be short and nail varnish must not be worn. False, acrylic, gel or any other artificial nails are not permitted for clinical staff or in clinical areas.
- ✓ **Jewellery** Only one ring may be worn which must be a plain band. Clinical staff may not wear rings containing stones as they compromise standards of hand hygiene. Earrings, if worn must be small, plain studs only. Rings and/or studs in other body parts visible to patients are NOT permitted. Wristwatches, wrist jewellery or other wrist adornments must not be worn in clinical areas.
- ✓ **Perfume** Please do not wear strong scented perfumes this may be problematic for both patients and work colleagues
- ✓ **Footwear** must have enclosed toes to protect from potential hazards of sharps injuries if instruments are dropped, contamination with blood or body substances or injuries when moving or working around equipment. Shoes should be quiet, low heeled and comfortable.

A-Z OF FURTHER INFORMATION

Absence

If you are unable to attend due to sickness you must telephone at the earliest opportunity. Your Clinical Educator may want you to call the clinic or leave a message at the department. You will also need to email learner.absences@lthtr.nhs.uk to inform them of your absence - CHECK THIS. Make sure you give your home contact number to your Clinical Educator so that we can get in touch with you.

If you are unable to contact your clinician, you can leave a message with the department at RPH: 01772 522426 or CDH: 01257 245290.

Accidents

The Trust has a policy of reporting accidents (either to you or a client). If you or a client has an accident (however small) or a “near miss”, it must be reported to your Clinical Educator and recorded.

Arrival/Departure

Regular working hours are 08.00 to 16.00. There may be some flexibility with this. This can be agreed with each clinician.

Borrowing Materials

It may be possible for you to borrow materials from the department. You should consult your Clinical Educator FIRST and then sign out the equipment. Items should be returned the following week unless special arrangements are made with your Clinical Educator.

Child protection and Care of Vulnerable Adults

Please discuss any concerns with your Clinical Educator.

Complaints

There is a procedure for dealing with any complaints from clients or carers. Discuss these immediately with your Clinical Educator even if it appears to be a minor “grumble” at the time.

Confidentiality

Confidentiality should be maintained at all times. In your own notes only use a client’s initials and do not use any identifying information such as addresses, date of birth or telephone numbers. Do not use names or detailed comments in discussion with your peers or colleagues in public places.

Emergency Procedure

Within the hospital dial **2222** in an emergency. It is vital that you know the emergency procedures for your place of work. This will be covered on your induction.

Fire

The Trust Fire Policy is available to read. It is vital that you know the fire procedure. This will be covered on your induction.

Gifts

Professional standards (CQ3) states that speech and language therapists should not accept favours, gifts or hospitality which may be constructed as affecting their professional judgement. Discuss with your supervising clinician if you have any concerns about any of the above matters.

Health Problems

If you are aware of any health problems which preclude you from working with patients, please inform your clinician on your first visit. Virus infections such as colds or D&V may mean you should not be in contact with patients

Identification

Please always wear your university badge. Always introduce yourself to clients and other members of staff, either face to face or on the telephone. Ask clients and carers how they would like to be addressed.

Legal and Professional Accountability

Providing you are working within the scope of your instructions; the supervising therapist is responsible for your actions/omissions. You have a 'duty of care' towards the client i.e., that which can be reasonably expected of a therapist/student in a given situation. At all times you are responsible for your own acts/omissions. Confidentiality is vital. Breach of confidentiality is unethical and unlawful, BUT all information must be shared with your Clinical Educator who is responsible for the client's care. Discuss this with your supervising therapist if you are at all concerned.

Photocopiers

At RPH a photocopier is available in the SLT department. There are 2 photocopiers within CDH, one on the main corridor and the other near the Belmont Day Hospital.

Refreshment and Lunch Facilities

Lunch may vary from setting to setting. There are dining rooms and café facilities on site, but therapists tend to bring a packed lunch. Tea/coffee/water are usually available in the department.

Telephones

When answering a call please give the name of the department and your name.

Dial **9** for an outside line and dial **2222** for emergency services

CLINICAL DUTIES

You will have the opportunity to observe/manage clients with a range of communication disorders. Please ask your Clinical Educator if there is a particular communication disorder you wish to observe. Your Clinical Educator will also set objectives with you, which will be reviewed.

- Please keep your log (Pare / Pebble Pad) up-to date.
- When working in a ward setting always identify yourself to the staff and say which client you will be working with.
- Please check with your Clinical Educator before talking to relatives, clients or other members of staff regarding a particular case.
- Please keep your Clinical Educator informed of appointments you have booked with clients and check room availability before making any arrangements. Your Clinical Educator may want a written copy of appointments in his/her or the clinic diary.
- You will be expected to know emergency procedures for clients, fire, security etc this information can be found in the policy and procedures file.

Client management

Please remember that the long-term management of the clients is the responsibility of the Clinical Educator. You will be encouraged to make decisions about the management of your clients but these should always be discussed with your Clinical Educator before being put into action.

Clinic description/outline

Each area of the service organises itself differently - according to the type of client group. It is important, however, that you are absolutely clear as to:

- Orientation
- The purpose of the clinic
- The type of service offered

Your Clinical Educator will set aside time on your first day to discuss these issues and any other questions you may have.

Policies and procedures

Each area of the service has its own procedures, but these, and the department policies are clearly set out. These must be followed in order to allow smooth running of the department - particularly where there may be several therapists working at the location.

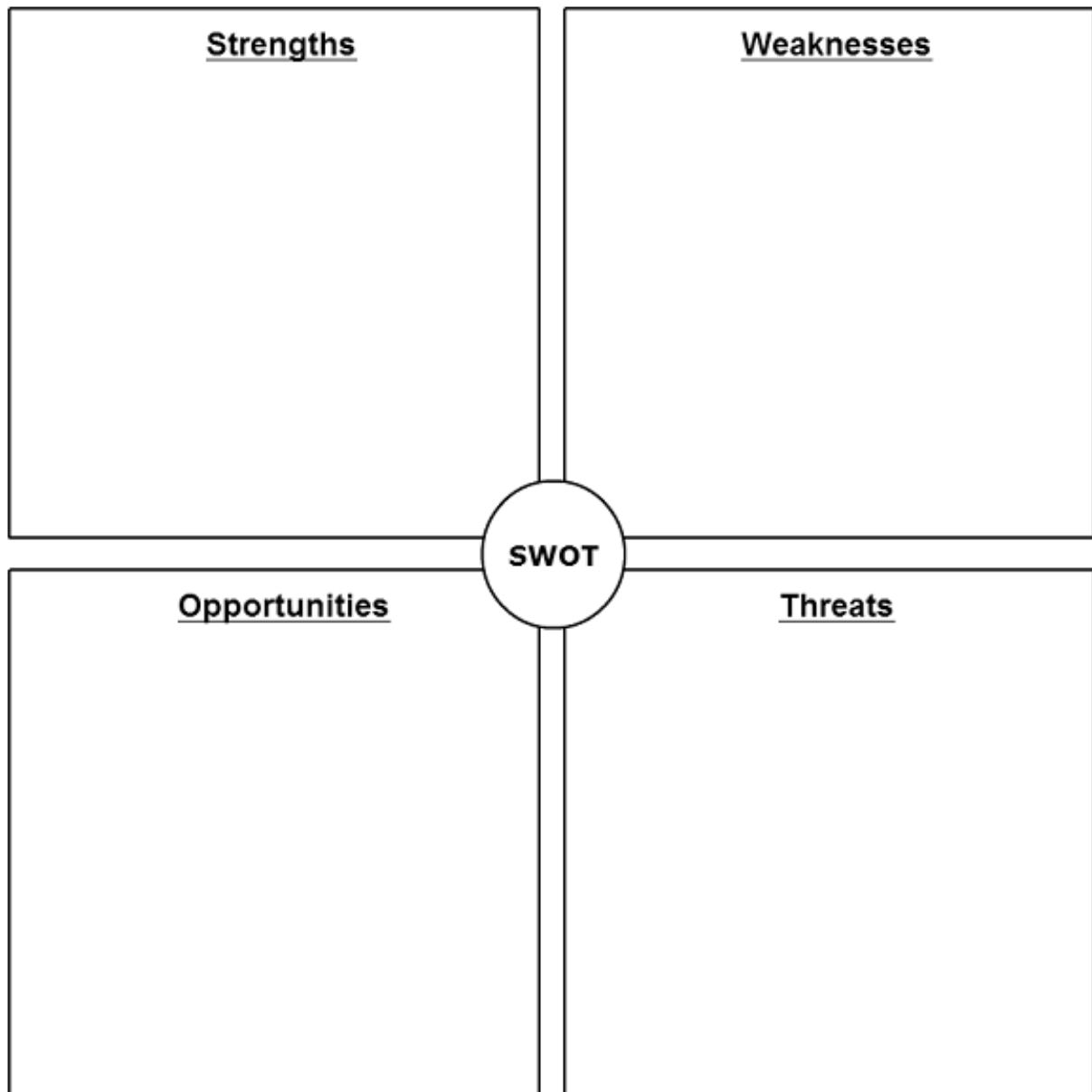
Case note administration

All notes are written electronically on Quadramed. Your Clinical Educator *must* check the entry before it is saved. Abbreviations may be used that are listed in the key. A change of therapist should be indicated in the treatment notes. Outpatient notes are written on ALMA.

CLINICAL MATERIALS



Reflection Template:



Observation Checklist:

Setting:

Task and Purpose:

People Present:

Brief history of why the patient is receiving speech and language therapy:

Does the patient take part in social interaction? How?

(E.g. facial expression, gesture, speech etc.)

How does the patient communicate? Comment on communicative intent, speech, gesture, writing etc

What is the patient's understanding of language? E.g. Yes/No response, spoken word to picture matching, following commands, reading, paragraph comprehension

How is the patient's expressive language? Single words, sentences, spontaneous speech, automatic speech, repetition, writing

How is the patient's speech? E.g. Fully intelligible, slurred, reduced articulatory precision, low in volume

What is the patient's cognition like? How does this impact on their communication?

Memory

Planning

Problem Solving

Flexibility of thought

Self-Monitoring

Insight

What do you feel are the major areas of difficulties with regards to this patient's communicative functioning?

Session Plan Template:

Name of Student: Patient's initials: Practice Educator: Date:	
Patient Centred Rehab Goals:	
Considerations for the Session	
Aim of the session	
1. 2. 3.	
Methodology	Materials
Step Up	Step Down
Rationale:	

Induction

The Local Induction process will take place throughout the first week of your placement.

This will comprise of:

- Trust and department orientation, including housekeeping information
- Location of emergency equipment
- IT access
- Reading & acknowledgement of Mandatory Trust policies such as Health & Safety, Fire Safety, Infection Control, Information Governance, Staff Code of Conduct, Social Networking and Dress Code policies.
- Adult Basic Life Support training if applicable
- Trust Moving & Handling Training if applicable
- COVID-related policies & procedure
- Orientation
- Professional voice: - freedom to speak up, datix, chain of command, open door policy
- An awareness of our Educational Governance Team- evaluation and importance of feedback
- Inter-professional Learning Sessions
- Practice Assessment Record and Evaluation (PARE) training, if applicable
- Collaborative Learning in Practice (CLiP™), if applicable
- How the role of Practice Development Facilitator can support you, where applicable



What to bring on your first day

- Uniform: All other items in the dress code policy must be adhered to <https://legacy-intranet.lthtr.nhs.uk/search?term=uniform+policy>
- A smallish bag which would fit into a small locker.
- You may wish to bring a packed lunch and a drink on your first day.

Inter-professional Learning Sessions and eLearning Resources

At our Trust, our Education Team facilitates a yearly programme of Inter-professional Learning (IPL) sessions. This programme consists of various teaching sessions, delivered by our Specialist Teams, to support and enhance our learners and trainees' learning experience with us.

Inter-professional learning is an important part of your development and allows you to build professional relationships and communication skills with the wider multi-disciplinary teams. Our IPL sessions are valuable in supporting you to stretch your knowledge and experiences to enhance your clinical practice. They also help bridge the gap between theory and practice, allowing you to hold a deeper understanding of the topics discussed. Our sessions are open for all learners and trainees on placement at our Trust to attend and these learning opportunities are an extension to your learning environment; therefore, these hours need to be recorded on your timesheets. We encourage our staff to facilitate enabling a learner/trainee to attend these sessions.

Please note: You must inform your learning environment prior to attending a session. These IPL sessions need to be discussed in a timely manner with your learning environment.

You are required to complete a reflection on each of your IPL sessions, as well as documenting on your HEI documentation what you have learnt and how this relates to your current placement.

You can book onto our IPL Sessions by accessing this link <https://elearning.lthtr.nhs.uk/login/index.php> and searching for 'IPL'.

You can access our policies and procedures via our Intranet page, which will help expand and stretch your knowledge.

Support with evidencing your learning outcomes or proficiencies

We encourage you to use the Trust learning logs to collate and evidence your skills, knowledge and abilities achieved. You can then present your completed learning logs to your Practice Assessor/Educator during your assessment meetings.

Any staff member who is involved in coaching you can complete your learning log feedback.

You can request time during your placement hours to complete these and request feedback prior to the shift ending. To obtain a copy of our learning logs, please visit our Health Academy Webpage on the link below, where you will see a copy of our CLiP™ Learning Log available for you to download, on the right hand side -

<https://healthacademy.lancsteachinghospitals.nhs.uk/support/clinical-placement-support/collaborative-learning-in-practice-clip/>

Chain of Command

Keeping patients safe, providing the best care that we can and learning in an environment where you feel safe and valued is important to us. Speaking up about any concern you have on your learning environment is also important. In fact, it's vital because it will help us to keep improving our services for all patients.

There may be occasions where we witness, experience or are asked to do something that causes us concern. Often, these concerns can be easily resolved, but sometimes it can be difficult to know what to do.

Our Clinical Placement Support Team are available Monday – Friday, 8.00am – 4.00pm should you need to contact them in relation to any concerns regarding your learning environment. If your concern relates to patient safety and/or your concerns are outside of these hours, please follow the chain of command in your learning environment and speak with the person in charge.

Please visit our Freedom to Speak Up page on the Intranet for more details.



We value your feedback

Our Trust values your feedback. To continuously improve, we offer opportunities for our learners and trainees to provide feedback regarding both your learner experience and your learning environment. We would encourage you to kindly complete your end of placement evaluation, within your clinical hours.

We will keep you updated with the improvements that we make based on the feedback you provide us with.

Learning Environment Improvement Forum

Our Learning Environment Improvement Forum began in November 2021, with key stakeholders attending; Learners, Trainees, Clinical Staff, Education Leads and our Nursing Directorate. Monthly meetings are held to share new and innovative ideas as to how we can collaboratively enhance our learning environments, to support both learners, trainees and staff.

All attendees at the Learning Environment Improvement Forums contribute their suggestions and guidance on our projects. Collaboratively, exciting improvements are implemented to enhance our learning environments.

Innovative changes made by our Learning Environment Improvement Forum, within Academic Year 2021-2022;

- NEW Learner Boards designed and placed on our learning environments
- Learner booklets made available on our Health Academy webpage to prepare our learners and trainees for their clinical placements, as suggested by our learners and trainees
- PARE and CLiP™ training embedded into our Learner and Trainee Inductions
- Quick Reference Guide designed and created to welcome our learners and trainees to the Trust and prepare them for their clinical placements

We welcome any of our staff, learners and trainees at the Trust to attend our Learner Environment Improvement Forums, to contribute your ideas and suggestions for our new and innovative projects. You can join via the E-Learning Portal - <https://elearning.lthtr.nhs.uk> and going to Courses, then selecting the tab 'Inter Professional Learning', where you will see our forum listed.