

A Test of a Bespoke Student Clinical and Education Student Placement for Speech and Language Therapy (SLT) in NHS Tayside CAMHS and NHS Education for Scotland (NES)

Development, Delivery and Reflections

Aims and Rationale



- **To develop a blended clinical and educational placement across shared between NHS Tayside and NES**

A unique opportunity to enhance clinical and leadership skills in CAMHS, aligned with NMAHP 4 Pillars of Practice.

- **To research previous SLT student placements in CAMHS**

SLT student placements in CAMHS are rare, and NHS Tayside aimed to learn from successful previous placements to ensure the best possible experience for students

Outcomes and Conclusions



Preliminary research into SLT placements in CAMHS highlighted key factors for successful placements, and the combined clinical and educational experience across two health boards allowed students to develop skills in all 4 pillars of practice:

Clinical Practice



- An opportunity to thoroughly understand the speech, language, and communication needs of the CAMHS population and work with a small caseload on assessments and input.
- Students gained experience in targeted work, supporting the wider system by providing information and resources to families and schools.

Methods



Discussions with lead CAMHS SLTs from NHS Greater Glasgow and Clyde and NHS Fife, along with NES Practice Education leads. Recommended Peer Assisted Learning placements for students to support each other in the CAMHS setting



Student completed a pre-placement survey to assess their existing knowledge of the SLT role in CAMHS and NES. Practice educators met online with students beforehand to answer questions and clarify placement goals.



Pre-reading list compiled signposting to latest research in role of SLT in mental health services and ND assessment

10 week placement offered to 2 final year students at Strathclyde University comprising one clinical day with NHS Tayside CAMHS and one remote (online) education project day with NES.



The NES podcast project provided students with experience in creating a spoken word education resource, enhancing their planning, design, and digital skills.

Facilitating Learning



- Students co-presented an online session on Developmental Language Disorder to the CAMHS team, discussed the SLT role with a medical student,
- They learned to advocate for SLT in TEDS alongside Clinical Psychologists and Specialist Nurses, and reported the placement broadened their understanding of the AHP and educator roles

Leadership



- Podcast project offered opportunity to develop leadership skills - a pillar which is often under-utilised at student and new graduate level.
- They took responsibility for designing the podcast logo and questions and embraced the learning as they went, refining their work for future episodes, and
- Students gained valuable experience advocating for the communication needs of their client group.

Evidence Research and Development



- Pre-reading list allowed students to research the unique role of SLT in CAMHS and have access to clinical resources
- Opportunity to appraise the literature and evidence for SLT role in this setting