





Making it happen with multiple stakeholders; effective knowledge exchange for placement-based learning.

Alex Mallinson, Esther Pettit, Lynsey Parrott, Jane Callard & Julia Stewart.

Placement Leads, Speech & Language Therapy.

### Speech & Language Therapy







2/3 of people with dementia in residential care have dysphagia.1

Op to 60 % of young SLCN.4

COVID-SLTs in respiratory, critical and intensive care, acute and long-COVID clinics.<sup>5</sup>
Negative impact on other SLT services.<sup>6</sup>

Children with vocabulary

difficulties at age 5 are

difficulties at age 5 are

more likely to have poor

mental health &

mental health &

employment

employment

opportunities at age 34.2

There are approx. 1.1 million stroke survivors living in the UK of whom c. 1/3 have communication difficulties.<sup>3</sup>

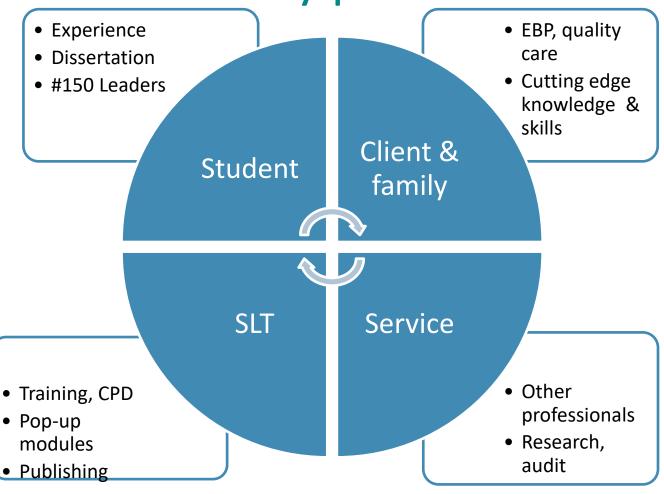




- Each year of study
- Concurrent and block designs
- Formative & summative

- External and in-house
- Over 2,500 student days/year
  - Across South West England

# Knowledge exchange through mandatory placements





#### Placement settings & stakeholders

- Health, education & social care
- For example, in the most recent 2<sup>nd</sup> year block placement;
  - √64% NHS -45% hospital & 19% paediatrics (including education)
  - ✓ 26% independent and private services (education, clinic, domiciliary etc.)
  - √ 10% social care settings

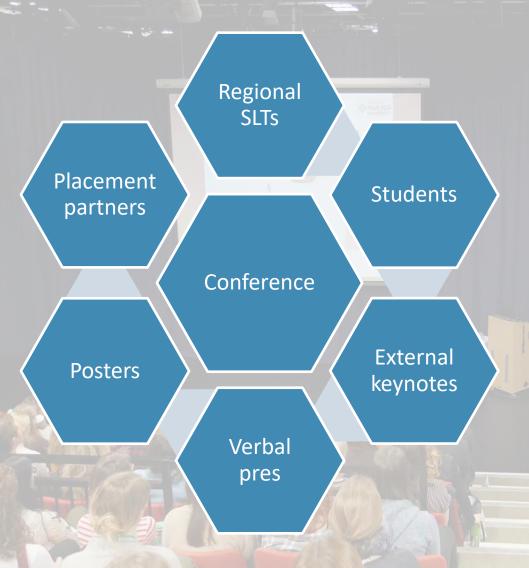


## Professional Advisors in Clinical Education (PACE)

- Collaborative forum for development of SLT placement education
- Representatives from all services offering placements, academics & students;
  - co-construction of assessment processes & placement configuration
  - dysphagia education
  - HCPC programme revalidation
  - creative solutions during pandemic
  - input into curriculum and recruitment strategies



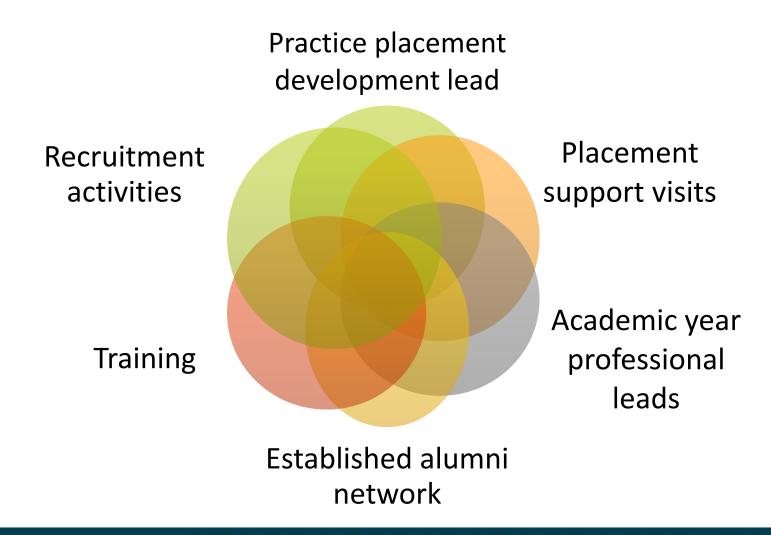
#### Annual SLT conference



Students typically present dissertation research or work they have conducted on placement

Recent keynote speakers have included national and international SLTs, experts by experience & celebrities

#### Professional network expansion





#### **Impact**

Concepts of impact & engagement on which KE rests are in themselves problematic<sup>7</sup>

All in the exchange...

Student education

High standards of client care

Universitypractice partnerships

Integrated workforce planning

Socioeconomic

Skilled future workforce

Research agenda

Post-COVID service shortages

Health economic

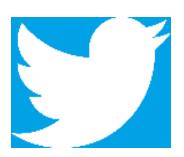
Lifetime earnings

Keeping people in work

Addressing health inequality







#### Thank you for listening

amallinson@marjon.ac.uk

@sltmarjon

#### References

- 1. Steele C.M., et al. (1997). Mealtime difficulties in a home for the aged. *Dysphagia 12(1),* 43-50.
- 2. Law, J., et al. (2009). Modelling developmental language difficulties from school entry into adulthood: literacy, mental health, and employment outcomes. *Journal of Speech, Language and Hearing Research*, 52(6), 1401-16.
- 3. Bryan, K., et al. (2007). Language and communication difficulties in juvenile offenders. *International Journal of Language and Communication Difficulties*, 42(5), 505-520.
- 4. Townsend N., et al. (2012). Coronary heart disease statistics 2012 edition. British Heart Foundation.
- 5. RCSLT (2022). COVID-19 hub. https://www.rcslt.org/learning/covid-19/
- 6. Chadd, K., et al. (2021). Impact of COVID-19 on the speech and language therapy profession and their patients. *Frontiers in Neurology, 12, 629190.*
- 7. Matthew Thomas Johnson (2022). The knowledge exchange framework: understanding parameters and the capacity for transformative engagement. *Studies in Higher Education*, *47*(1), 194-211.

