Speech and Language Sciences Section
School of Education, Communication and Language Sciences

MSc Stage 2
Extended Case Placement
Semester One

Placement Specific Information for Practice Educators

CONTENTS

1. INTRODUCTION

This document contains information specifically related to the MSc 2 Extended Case Placement in Semester 1.

The document should be read in conjunction with the 'Practice Educator Handbook, where more detailed information regarding Newcastle University placement procedures can be found.

Prior to each placement, students are encouraged to read their Placement Handbook; the student equivalent to the Practice Educator Handbook.

Practice Educators can access placement documentation, including documents produced for students, via the university Extranet. This is a password protected site. You should approach your CCC representative for password details.

2. DATES OF PLACEMENT

20/10/25-12/12/25

8 weeks – students attend placement Monday, Wednesday and/or Friday*

*(*the frequency of student attendance/work with the client will be dictated by the requirements of the assessment/intervention approach(es) selected)*

3. AIMS OF PLACEMENT

Aims:

- To provide students with the experience of conducting research in speech and language pathology in the clinical setting.
- To develop an in-depth understanding of the current relevant theory.
- To develop critical appraisal of current theory.
- To use a single case approach to test current theoretical knowledge.

Objectives:

Students will:

1. use up-to-date knowledge to support the design of a therapy study with an individual case (rationale, assessment, analysis, therapy design methodology, interpretation, and evaluation)
2. use appropriate tools to collect data and analyse data, analysis will be in-depth and appropriately interpreted
3. design a bespoke measurable SLT intervention, integrating theoretical knowledge, assessment findings, and knowledge of the individual client in the social environment
4. evaluate the impact of the findings from the therapy study on current theoretical knowledge and clinical knowledge

4. Caseload Requirements

The student is expected to see **one client on an intensive basis** over the **eight week period.** Students are available to attend placement **on Monday, Wednesday and/or Friday each week** (students have timetabled university teaching sessions on a Tuesday and a Thursday).

The placement provides an opportunity for students to work intensively with a single client and then write up the study to address a research question. Students will see the client on an intensive basis; this could be 2-3 times per week on the set days, depending on the length of session, context/location of placement, client availability etc.

Students will be allocated their placement as soon as possible before the placement start date. Students will contact the Practice Educator for some background information about the client so that they can begin to explore the evidence base relevant to the client.

^*The student should engage in whichever mode of delivery is required by the service and/or client. This might be in-person session delivery or remote delivery. Services are asked to discuss this with the student and to contact the university if further discussion would be helpful.*

5. Assessment

- The Extended Case Report is the sole method of assessment contributing the final degree award. The Extended Case Report is written up and submitted to the university later in the academic year.
- **The Clinical Evaluation Report (CER) is not applicable to this placement** *(please see section 8 for further details).*

6. Responsibilities Within The Placement

Practice Educator (PE)

1. The PE has overall responsibility and primary duty of care for the case

2. The PE will designate a suitable client to the student and provide access to available information concerning this client (other professionals, case notes, reports)

3. When choosing a client, the PE will consider availability of client over the placement period. (e.g. taking note of family / education commitments

4. The PE will provide information about client (or client group/disorder(s)), with specific reading references, to the student as soon as possible before placement commences

5. PE and student will outline clear channels / dates / times for liaison about ongoing plans and decisions to occur re: client care at the beginning of the placement

6. PE will discuss pathways of care and service policies with the student (including: health and safety policies, information governance policies, consent to work with students, case note completion, future recommendations, statistical data/ records required).

Student

1. The student will contact the Practice Educator (PE) prior to the beginning of the placement and discuss:
    a. Named Supervisor from University & contact details
    b. The selected client or client group – request reading
    c. Agreed days / times for liaison meetings with PE and client contact
    d. Service policies / pathways of care within department

2. The student will provide copies of session plans / rationale / reports to PE and discuss all decisions with PE before implementing / suggesting to client & carers.

3. Client case notes should be written up following service & RCSLT guidelines.

4. The student will ensure that client is seen from a holistic viewpoint and approach to client care embraces inter-professional focus:
    a. Liaison should occur with any other professionals involved with the case
    b. The student should discuss with PE any professionals whom they consider should be involved in the case and refer on as appropriate.

5. There must be rationale provided for all / any assessments carried out – this includes formal assessments, observations and informal/base-line measures.

6. There should be a clear (realistic) balance between assessment and treatment. If a complex case requires a great deal of assessment – then "diagnostic therapy" would be encouraged and/or assessments in parallel to an intervention programme.

7. At the end of placement, the student must ensure the following are in place:
    i. Recommendations for future intervention
    ii. On-going therapy plans
    iii. Therapy programme
    iv. Clinical report submitted to placement in the usual way.

8. The Trust / therapy department service delivery policies must be adhered to with respect to therapy recommendations. Practice Educators will discuss pathways of care for the service.

9. Confidentiality of the client will be strictly observed.

University Project Supervisor

1. The University Project Supervisor will support the student with respect to designing the case study and theoretical issues – specifically embedding the case within relevant theoretical knowledge and establishing the research questions. The University Project Supervisor is not always a specialist in the clinical area. At the preparation for write up the University supervisor will provide a sounding board to ensure that the dissertation is written in a way that shows critical thinking around a theoretical issue and will read a draft of the project.

2. The University Project Supervisor will liaise as appropriately with the student and PE.

7. GUIDELINES FOR ENSURING GOOD LIAISON BETWEEN PRACTICE EDUCATORS, STUDENTS AND THE UNIVERSITY

To ensure that students, practice educators and clients get the most from these placements, we suggest the following guidelines to maximise communication and clarity of expectations.

1. Student to contact the Speech and Language Therapist (PE) as soon as possible to discuss possible case(s) available for this placement.

2. Arrange meetings with PE:
- introduction - prior to the 8 weeks intervention if possible
- update if required - during the 8 weeks intervention
- feedback – at the end of the placement

3. Agenda items to include in initial meeting with PE:
   - Expectations - of the student / of the placement / of the therapist
   - Organisational/setting specific policies and procedures
   - Departmental standards (statistics / outcome measures / deadlines for reports, etc.)
   - Concerns / queries
   - Case notes
   - Sessions - number, timing, location
   - Other professionals involved, meetings / access to reports etc.

4. Student to provide detailed plans and written information to clinician (and / or case notes) as appropriate:
   - formal and informal assessments
   - contacts with other professionals
   - session plans

5. On completion of placement
   - Detailed report to be sent to all concerned within 2 weeks of final session
   - Recommendations & Outcome measures to be completed

Students generally meet with their University Project Supervisors at the start and towards the end of the placement and during the write up phase of the project.

8. CLINICAL EVALUATION REPORT

A **formal mid-placement review is not a requirement of this placement** though practice educators may choose to meet with students informally to discuss progress.

Students do however, benefit from receiving verbal feedback at the end of the placement with ***optional*** use of the CER as a structure for providing formative feedback if helpful. Students are not assigned a mark (pass/fail) for this placement. The aim of the feedback is to inform students' learning and development.

The feedback sits between the practice educator and student and **is not returned to the university**. Practice Educators should liaise with the Director of Clinical Education (DCE) if there are any concerns at any point during the placement.

A copy of the CER is emailed to Practice Educators prior to the placement should practice educators wish to use this. A copy can also be found on the Extranet.

9. The Clinical ePortfolio

Students' clinical learning throughout the programme is facilitated through an on-line ePortfolio system.

Due to the nature of the Extended Case placement, it is likely the use of the e-portfolio will be limited to one client, however it is still recommended that students be encouraged to utilise the ePortfolio tool to record and reflect on their clinical work. Unlike other placements, the Practice Educator is not expected to facilitate the use of the ePortfolio in an explicit way.

The sections of the Clinical ePortfolio are outlined below. More detailed explanations of the ePortfolio sections and their application can be found in the General Pack.
The Clinical ePortfolio has a number of sections:

- My Placements
- My Goals and My Competencies
- My Cases
- Inter-professional Opportunities and Reflections
- Eating, Drinking and Swallowing Experience and Reflections
- My Blog

a. My Placements

This enables students to keep a record of their placements.

b. My Goals and My Competencies

This enables students to develop personal clinical goals and maintain a record of progress.

c. My Cases

This encourages students to apply the Case Based Problem Solving (CBPS) approach to cases whilst on placement.

The 'My Cases' section uses the seven questions of case management as a guide. Students should be **encouraged to work through 'My Cases'** for their client whilst on placement.

d. Inter-professional Opportunities and Reflections

Students are required to record any inter-professional experiences (some or all) in their Clinical ePortfolio and reflect on what they have learnt from these.

e. Eating, drinking and Swallowing - Experience and Reflections

Students can record any clinical experience and reflections they might have during placement that relates to dysphagia in their Clinical ePortfolio.

Each student has a RCSLT Pre-Registration EDS Competencies Hours Log which is used on placement to record evidence of experience related to eating, drinking and swallowing.

PEs are not required to arrange specific EDS opportunities for this placement but should sign to verify any EDS experience that the student undertakes as part of the usual placement opportunities.

Practice Educator Role:
- To sign to verify EDS experience on placement.

PEs are not expected to sign off student competencies.

f. My Blog

This allows students to reflect on any aspect of their clinical or academic work. The blog provides an opportunity to develop reflective writing skills whilst facilitating students' learning and is an important part of the reflective model of supervision.

10. In the event of any problems...

Sometimes problems are encountered on placement. These may relate to concern over the student's progress, uncertainty around expectations. In these instances, it is extremely important that we talk with you about your concerns. If you have already discussed these with your colleagues and/or Manager and feel that you need advice or further discussion, please do not hesitate to contact us. We need to support you in these situations as well as ensure that the student has had an opportunity to fairly address your concerns during the course of the placement. Please contact the Director of Clinical Education (Helen Raffell). Depending on the level and nature of your concern, we will discuss these over the telephone or arrange to visit you and the student immediately.

If within this placement, circumstances change and the client may no longer be suitable for the extended case, please encourage the student to speak to their academic supervisor in terms of the implications for their written report.

11. Useful Contact Numbers ...

Director of Clinical Education:	Helen Raffell (0191 208 8763) helen.raffell@ncl.ac.uk
Placement Coordinator:	Lucinda Somersett (0191 208 5196) lucinda.somersett@ncl.ac.uk
Clinical Education Assistant:	Bethany Jones (0191 208 6377) SLSClinic@ncl.ac.uk

12. PRACTICE EDUCATOR FEEDBACK

Students do not submit formal feedback in relation to this placement. Students can be requested to provide informal feedback to practice educators during the placement.

APPENDIX I: PRACTICE EDUCATOR CHECKLIST

The aim of the checklist is to summarise the main events that are encouraged during this clinical placement.

When …	Activity	Guidance (section(s) of pack)	Completed (✓)
Before the placement begins…	Practice educators refer to placement packs for information, guidance and placement preparation (Practice Educator Placement Handbook and Extended Case Placement Specific Pack)		
	Practice Educator to direct student to reading relevant to case Practice educator and student to arrange introductory meeting/discussion (prior to the 8 weeks of intervention if possible)	**7 (2.)**	
	Practice educators to provide information to student(s) regarding the client	**4 & 6**	
During the placement…	Practice educator and student to arrange an informal mid-placement update meeting (if required)	**7 (2.), 8**	
	Students encouraged to record experiences and reflections on their Clinical ePortfolio	**9**	
At the end of the placement …	Practice educator and student to arrange a feedback meeting (following the 8 weeks of intervention)	**7 (2.), 8**	
	Students to write and send detailed reports of intervention to all involved within final 2 weeks of intervention	**7 (5.)**	
	Final feedback (verbal/written) provided to student	**8**	

APPENDIX II: THE STRUCTURE OF THE EXTENDED CASE REPORT

The case report is to be no more than 10,000 words in length.

A suggested structure is as follows:

Title page
Abstract
Table of Contents
List of Tables
List of Figures
List of Appendices
Literature Review and Research Question
Method: subject
- materials
- procedures
- intended analyses

Results: including tables, figures, statistics
Discussion: specific statement of findings related to literature review
Conclusions (should include the following, but not necessarily in this order):
- general statement of findings
- implications for research question/s
- implications for current theoretical and clinical knowledge
- limitations of current study

References (must follow the recommended style as set out in the course Handbook)
Appendices

Note: Method and Results may be merged if you find this more appropriate

Publication

Occasionally an Extended Case Report is novel enough and of a high enough standard for it to be submitted for consideration for publication in a journal. In this case the client or carer will be asked for permission for the study to be published. Anonymity and confidentiality will be guaranteed. The University supervisor, student and practice educator will usually be listed as authors.