

Development of Competences in Ethical Practice:

Development of Core skills across years one to three:
Minimum Requirements

Examples from Speech & Language Therapy Assessment Tool

PSRB Seminar 21st May 2009

Isabel Winslow

Senior Lecturer Speech & Language Therapy
Leeds Metropolitan University

**Ethical Practice: Cluster Area - Working with Colleagues
and the inter-professional team. Dimension – Ensures
the safety of self, service users and colleagues**

Elements	By end of Year one	By end of Year two	By end of Year three
<p>The student Promotes Infection Control measures in a way which enhances the safety of others & reduces the risk of infection.</p>	<p>The student follows procedures to prevent the risk of infection. Student can produce CRB certificate when asked and has name badge with them and wears it when reminded.</p>	<p>As year one</p> <p>Spontaneously: produces CRB form and wears name badge at all times.</p> <p>Follows other basic safety procedures where required and explained (e.g. remembers to sign in/out) may need reminding sometimes.</p>	<p>As year one</p> <p>As year two and follows basic safety procedures without reminding.</p>
<p>The student establishes and maintains a safe practice environment</p>	<p>Correctly uses equipment following instruction. Only with permission, is equipment borrowed and returned according to procedures.</p>	<p>As year one</p>	<p>As year one</p>

<p>Maintains record keeping in a manner which promotes the wellbeing of the user and colleagues.</p>	<p>No significant breaches of confidentiality.</p> <p>Discusses cases appropriately, in the majority of instances, but may need reminding/prompting.</p>	<p>As year one and keeps all records & information according to legislation, standards, organisational policies & procedures. Minimal guidance required with some corrections but will still take longer than a qualified therapist to achieve this.</p> <p>Presents accurate & professional case summaries & reports. As year one and able to exchange (written or verbal) information outside of clinical setting without identifying client or setting, aware where detailed information is needed and where it is not necessary.</p> <p>Uses abbreviations to refer to client or setting, in the majority of instances. Needs occasional reminding or correction to achieve confidentiality. Can discuss how confidentiality is maintained.</p>	<p>Keeps all records & information according to legislation, standards, organisational policies & procedures without guidance. Writes complete notes quickly & accurately, using professional style, almost never needs correction.</p> <p>Presents accurate & professional case summaries & reports.</p> <p>As year two and Can prepare information without using unnecessary information (e.g. in onward referral or case summary).</p> <p>Needs no reminding to achieve confidentiality. Discusses how confidentiality is maintained.</p>
---	--	---	---

Ethical Practice: Cluster Area - Working as a professional: Dimension 1 – Establish and Maintain Appropriate Relationships, Dimension 2. Upholds the standing and reputation of the profession

Elements	By end of Year one	By end of Year two	By end of Year three
<p>The importance of fitness for practice.</p> <p>Understand the importance of Accurate advertising.</p>	<p>Contact (telephone or e mail) made with educators in timely and appropriate manner to establish necessary information. (E.g. dress code, confirms arrangements.)</p> <p>Sensitive to needs of clinical situation. (E.g. unobtrusive recording, phone switched off, attentive and rarely distracted.)</p> <p>Questions at suitable times.</p>	<p>As year one and requests pre placement reading if not already supplied.</p> <p>Keeps within professional boundaries (e.g. contact arrangements and time demands not abused).</p> <p>Informs self of structure of the SLT service within the trust/organisation (e.g. team members, locations, referral sources, population served).</p>	<p>As year two and placement educators should usually be contacted about two weeks prior to placement start, unless placement allocation has been made at the last minute.</p> <p>As year two and informs self of structure of the SLT service within the trust/organisation (e.g. by looking at website for organisation, placement profile where available, for information about team members, locations, referral sources, population served).</p> <p>Whilst on placement student makes contact appropriately & competently with other professional staff (e.g. by introducing self and role, indicating limitations where necessary).</p>

<p>Demonstrate the ability to foster and Maintain Appropriate relationships</p>	<p>The student is polite and respectful in their interactions with service users and colleagues</p>	<p>As year one and is not found to be dishonest or untruthful. Where conflicts of interest have arisen, student has made some attempt to discuss and disclose.</p>	<p>As year two and at all times student inspires trust and respect in clients and carers, e.g. acknowledges client/carer as expert in their own condition & acknowledges client's priorities, beliefs). Where potential conflicts of interest have arisen, student has made effective attempt to discuss and disclose before this becomes an issue.</p>
	<p>Wears appropriate dress for setting. May need minor guidance on occasions.</p>	<p>As year one and adheres to local dress code. Relationships with professionals are appropriately conducted.</p>	<p>As year two. As year two and is transparent in all transactions/ dealings with service users (e.g. provides thorough and clear explanations for actions, statements and decisions are supported by evidence). Respects the expertise of all Health & Social Care professionals.</p>