Leeds Health and Care Academy

PIVO PLACEMENT EXPERIENCE: A LEARNER PERSEPCTIVE

HELEN POTTS, FORMER SPEECH & LANGUAGE THERAPIST STUDENT AT LEEDS BECKETT UNIVERSITY AND CURRENT QUALIFIED SPEECH & LANGUAGE THERAPIST AT LINGO

INTRODUCTION

Helen did her Speech and Language Therapy (SLT) Masters at Leeds Beckett University, having previously worked as a primary school teacher for 17 years. She had four extended placements during her two years, three were NHS based which she really enjoyed but when she went to Intospeech, it opened her eyes to working in the PIVO (private, independent and voluntary) sector.

Given her background, she wanted to continue working with children but enjoyed her experience of working with adults too and realised that as an SLT, often you may follow a client from childhood into adulthood.

EXPERIENCE

Although her NHS placement experiences were really positive, Helen was struck by the repetitive nature of the day to day work so pined for something that offered a little bit more variety. She requested a placement in PIVO to broaden her experience and it was a really positive one.

LEARNING

Intospeech support clients with brain Injuries in the medical/legal domain. She worked with children predominantly and one day with adults. The experience opened her up to parts of the profession that she didn't know existed and ways of working that she didn't know were possible. Helen found there were less stringent timescales or limits to the support offered to clients so she felt she could develop really strong and long-lasting therapeutic relationships with clients and their families and this has potential to make a huge positive impact.

ADVICE

Helen's advice to current students would be to seek out opportunities away from the traditional placement settings to understand the breadth, depth and range of the profession. She advises others to embrace every placement opportunity you are offered and ask all the questions! Helen found it the best approach to learn from the expert therapists she had as clinical educators.

OUTCOMES

In the months prior to qualification, Helen applied and interviewed with LINGO and was offered the role. Despite all the interview preparation, the interview felt like an informal chat and the organisation were more interested in the individual person they were hiring. They stated they can always support to upskill where needed but the ethos of the right person for the right job was very apparent. Helen enjoys the autonomy of her role at LINGO where she is trusted to manage her own caseload but has a package of support including supervision, peer support and professional development training as required. She feels she is able to draw on previous roles, skills and life experience to manage a busy diary across 7 mainstream schools (5 Primary and 2 Secondary) liaising with parents, special educational needs/disability coordinators (SENDCos), class teachers, support staff and headteachers in providing their SLT provision.

intospeech

LINGO by Wendy Lee LTD