

Practice setting: Paediatrics TECS placement, Kent Community Health NHS Foundation Trust

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Models of supervision used

- Long-armed supervision

Overview of student placement / Typical Week

- Student working from their home with Trust laptop and phone provided.
- 30hrs/week 7 week placement.
- 2-3 Initial assessments/week, followed by report writing, programme creation, notes, liaison etc. Then filled with other follow ups and time with other PTs and other disciplines.
- Some project work in between (e.g. equip audit work) and linking with other placement providers to discuss and share telehealth placement experiences.

What worked well?

1. Easier communication between educator and student; messaging over Teams means student has clear, written feedback and regular access to ask questions at their own pace, whilst the educator can also answer at their own pace.
2. Time for student to reflect and be more autonomous in their decision making; not having that immediate access to educator means student is often making more of their own decisions, and learning as they go.
3. Less down time. In a face to face placement, a student will usually have to wait around for access to a computer or the next event. In telehealth, the student has been able to complete their own research/reflections/prep work in whatever time they have between patients.

Did you evaluate the placement?

Not yet completed, but the university will collect the student feedback and send on to us. I have done a lot of reflection on the practice educator experience.

Top tips to others

1. Get your Trust hardware and software ready as early as possible. And get Trust equipment for the student to use so that they have more data protection and better access and independence.
2. Prepare experiences early; get your Team on board and thinking collectively about support they can offer, even prior to the student starting. This will also help the main educator/s have some time to themselves every now and then, to catch up on non-clinical admin, for instance.
3. Communicate! Work out what works for both educator and student, and set some general boundaries and expectations. For example, agree not to video call each other without having checked availability over a message first, or don't expect immediate replies to Microsoft Teams messages or emails but phone the educator if something is more urgent.