# NEW GRADUATE PACK

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## 1.0    Chairperson's Address

Congratulations on the completion of your Speech and Language Therapy qualification. I would like to welcome you as a new graduate member of the IASLT and hope the IASLT can support you throughout your career. You are the future of the profession. You bring value to your employer, your clients and your speech and language therapy community. We are delighted to welcome you to the IASLT Community. The IASLT plays a very important role in setting and maintaining standards of practice, supporting education and research, increasing public awareness and advocating for clients, as well as supporting all our members. The IASLT is an association of members and cannot function without you and we welcome all your thoughts, ideas and suggestions. There will be opportunities for you to become involved in the work of the IASLT so let us know if you have particular skills or interests that would be of benefit to the profession. You have attained your first achievement in qualifying as a Speech and Language Therapist and you should reflect on all the skills, knowledge and personal qualities that you possess which will support you as you embark on your career.

We wish you the best of luck as you decide on the next step in your career, and remember, you are the future leaders of IASLT. The information outlined in the following pages aims to answer some of the queries and alleviate some of the anxieties and concerns you may have in relation to seeking your first Speech and Language Therapy post and in your first year as a qualified Speech and Language Therapist.

IASLT Chairperson

## 2.0    Executive Summary

This pack was developed to support New Graduate Members during their first year of clinical practice.

Within this pack, you will find information on the following:

- IASLT resources that can support you during the first year of clinical practice e.g. online CPD portfolio and useful IASLT documentation
- Information relating to recruitment and interview preparation
- Information regarding Professional Supervision
- Information regarding working abroad
- Information regarding legislation and healthcare structures that are relevant to speech and language therapy

We hope that this is a pack you can refer to as a guide throughout your first year of clinical practice and that it will support you on your journey.

## 3.0    The New Graduate Year

### 3.1  Useful Documents

We recommend familiarising yourself with the following documents as you begin your career; they are all available on the IASLT website at www.iaslt.ie

- Code of Professional Conduct and Ethics
- Guidelines for Professional Supervision in Speech and Language Therapy
- Scope of Practice
- CPD Standards

Take time to familiarise yourself with the other IASLT documents available to members, as there are many relating to specific clinical areas which may be relevant depending on your area of work.

### 3.2 CORU and Statutory Regulation

Since October 2016, you must be registered with CORU to work as an SLT in Ireland. You can check your registration status at:
Search the Register

If you need further details on the registration process these can be found at: Apply for Registration

You must also be familiar CORU documentation such as:

- Code of Professional Conduct and Ethics
- Standard and Requirements for Continuing Professional Development

These and other publications are available at: CORU

### 3.3 Self-Care as a New Graduate

Speech and Language Therapy comes under the umbrella of the helping professions, and as such can be extremely rewarding. However, the work we do can take an emotional toll on us as individuals. It is important to develop healthy self-care habits, especially as you start out on your professional journey as a speech and language therapist. Below are some suggestions as to how you can ensure self-care becomes part of your professional practice.

- Professional Supervision serves various functions within a clinician's practice regardless of their level of experience. Supervision is an integral part of professional development and is fundamental in safeguarding standards, the development of expertise, and the delivery of quality care. Reviewing the IASLT Guidelines for Professional Supervision in Speech and Language Therapy is considered essential reading to ensure this relationship is established within your work environment. All SLTs, regardless of their experience, should engage in structured Professional Supervision as per IASLT standards. Further information on supervision can also be found in Section 4 of this document.

- Employee Assistance Programme: many healthcare organisations provide access to supports such as the Employee Assistance Programme. These allow employees access professional services specifically designed to support staff and improve wellness and healthy functioning in the workplace. These services are provided by the employer, free of charge to employees and are confidential. Your supervisor or line manager will be able to provide further information regarding what is available within your organisation.

- Reflective Practice: reflecting on experiences and identifying what you have learned from them can be particularly helpful as regards thinking about what you want to do more of and what you might want to change in your practice. This is not unique to new graduates; all SLTs are required to engage in reflective practice as part of ongoing professional development. Some people find keeping a reflective journal useful or you may find supervision a useful avenue for this.

- Social Supports: establishing a support network within your workplace can help enhance feelings of wellbeing at work. For example, some settings may have peer supervision structures and your supervisor can advise about this. Joining groups such as Special Interest Groups can help you meet people who are working in the same area or have similar clinical interests and who may have similar workplace experiences. More information on joining Special Interest Groups or IASLT committees can be found on the IASLT website www.iaslt.ie

- Mindfulness: evidence is emerging from a range of professional contexts that mindfulness training can help employees manage work-related stress. There are numerous programmes, resources and apps available to help incorporate mindfulness into your daily routine. Keep an eye on the 'Learning Centre' section of the IASLT website where you can find more information on Self-Care training events organised by IASLT.

- Appendix 3 contains a planning and reflection tool you may find useful to help you track your journey during this year.

## 4.0.   Section 2: IASLT New Graduate Competencies

IASLT have defined the range of competencies required to practice as a New Graduate Speech and Language Therapist. These competencies will have formed the basis of your on-going student assessments and so by the time you graduate, you will have achieved all of these competencies to the standard required of a graduate Speech and Language Therapist.

For an outline of the full set of required competencies as developed by the Therapy Projects Office (2008) please see here.

### 4.1 Dysphagia Competence

- Management of feeding, eating, drinking and swallowing (FEDS) disorders or dysphagia is a core part of the scope of practice of Speech and Language Therapists.
- SLT's who graduated in the ROI from 2011 onwards are equipped with the skills to independently assess, diagnose and provide intervention for clients with feeding, eating, drinking and swallowing disorders as part of their clinical caseloads.
- Members of the profession are required to participate actively in developing competencies by self-directed learning, work-based learning, attendance at courses and workshops and participating in clinical and peer supervision in order to ensure and maintain fitness to practice.
  Two additional levels of competency, **intermediate** and **advanced**, are recognised by the profession for therapists who further develop their knowledge and skill base for working with clients with feeding, eating, drinking and swallowing disorders (IASLT Standards of Practice for Speech and Language Therapists in the Management of Feeding, Eating, Drinking and Swallowing Disorders, 2012).
- It is important that new graduates are aware of their competencies and scope of practice. See statement in relation to FEDS here.
- New graduates working with FEDS should familiarise themselves with all IASLT guidance documents in relation to FEDS, including
  - IASLT Standards of Practice for SLTS in the Management of FEDS, 2015.
  - Standards of Practice for SLTs on the Management of FEDS Disorders: Working with Neonates and Babies, 2021

*Entrants to the profession are not deemed competent to conduct or interpret videofluoroscopy (VFU) or fiberoptic endoscopic examination of swallowing (FEES) independently. This is because professional competence in dysphagia, as in other areas of practice, is an ongoing process combining further education and experience.*

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**5.0 Section 3: IASLT New Graduate Membership**

*5.1 IASLT and CORU*

IASLT membership is not a mandatory requirement for practicing Speech and Language Therapists. However, registration with CORU, the regulatory body for Health and Social Care Professions is a mandatory, legal requirement to practice as an SLT within the Republic of Ireland. The function of CORU is to maintain standards of safe practice to safeguard the public. IASLT membership will equip you with many benefits to assist you in your professional practice as an SLT. It is important to understand the differences which are illustrated below.

| IASLT | CORU |
|---|---|
| IASLT is the recognised professional association for Speech and Language Therapists (SLTs) in Ireland. | CORU is Ireland's multi-profession regulator and was established to protect the public |
| IASLT represents the profession at national level (strategic and policy) to develop the profession, benefitting all SLTs and their service users. | CORU's role is to protect the public through regulating the health and social care professions listed in the Health and Social Care Professionals Act 2005. |
| IASLT works for the SLT community in Ireland and responds to the changing needs of members. IASLT represents the profession internationally and works as part of the international SLT Community. | CORU works within Irish legislation as the framework within Ireland for Health and Social Care Professionals. |
| IASLT works alongside other HSCP professional bodies in Ireland such as AOTI, PSI, IASW, and INDI in establishing practice guidelines. | CORU regulates the practice of some but not all HSCPs under the 2005 Act. |
| IASLT develops SLT clinical standards, guidelines and position statements to support members to practice at the highest standards. | CORU works within legislation and a regulatory framework. |
| IASLT actively works to provide members with professional learning and development opportunities. | CORU set the standards that health and social care professionals must meet in order to ensure that the public is protected. |
| IASLT provides an online CPD Portfolio to enable members to plan and record their CPD in line with IASLT and CORU requirements. | CORU sets CPD Standards that registered SLTs are legally required to comply with. |
| IASLT negotiates professional indemnity and legal expenses insurance for members. | CORU runs Fitness to Practise hearings into the conduct and competence of a Registrant. |

### 5.2 Additional Benefits of IASLT Membership

- You will have access to the Members only section of the IASLT website. This will provide you with a valuable source of professional publications, information and networking opportunities.

- You will also have access to the IASLT monthly newsletter and quarterly Special Interest Group newsletter

- You will benefit from discounts to IASLT organised CPD events and funded conferences.

- You will receive regular emails and a monthly members only newsletter updating you about the work of the IASLT team, Board and committees.

- Once you have completed a full year and achieved new graduate competencies, you may transfer your New Graduate Membership to Full Membership. Following one year in the Full Member category, you will be eligible to apply for membership of the SLT professional associations of the UK, US, Canada, Australia and New Zealand under the Agreement for the Mutual Recognition of Professional Association Credentials (2021).

- You can access the IASLT Online CPD Portfolio.

- You will have the opportunity to represent the profession on national projects.

- You will have the opportunity to contribute to the development of guidelines, standards of practice and position statements.

- You will have the opportunity to help the professional body determine priorities for the profession.

### 5.3 Supervision

IASLT requires all New Graduate Members to work under supervision when they first qualify. New Graduate Members must work in supervised and supported practice for <u>one full calendar year of membership</u>. This is to consolidate clinical skills acquired during basic training and to ensure that all full members of IASLT are competent to practice autonomously. The category of 'New Graduate' is designed to assist the

transition to becoming an autonomous practitioner and to facilitate the transition from education to the workplace.

As a New Graduate Member, IASLT both encourages and requires you to work with your supervisor/manager in these meetings to identify the skills/needs you have and need to develop in order to become an autonomous clinician. The supervision and support may take the form of direct supervision of intervention; mentoring and professional support; joint clinical sessions; attendance at clinical meetings, staff meetings etc. A framework of competencies outlined in the *Formalisation of Transfer to Full Membership form* (Appendix 1) will guide you in developing the skills required to practice autonomously. Your supervisor must be a qualified SLT with at least 3 years' experience and a member of IASLT or one of the MRA associations. If your supervisor is a staff/basic grade SLT, a manager or senior SLT must co-sign the competency form prior to submission. If you do not work with someone who meets these requirements, please contact info@iaslt.ie.

## 5.4  Transfer to Full Membership

Upon completion of your period of supervision, you will be eligible to submit your application for transfer from New Graduate Membership to Full Membership of IASLT. You must return the completed and signed *Formalisation of Transfer to Full Membership form* (Appendix 1) to  IASLT. When you submit this form, you will become a full member of IASLT which entitles you to use the initials MIASLT (Member of IASLT) after your name. The use of the letters 'MIASLT' (Member of IASLT) is a privilege reserved for IASLT members and is a benefit of IASLT membership. IASLT Members are advised to use the term 'MIASLT' as part of their signature on all documentation relating to their professional practice. These letters are a symbol of your professional identity and position in the IASLT Community. They also assure service users and providers that you meet the standards required to be a member of the professional body for Speech and Language Therapists in Ireland. New graduate members should use the title 'New graduate member of IASLT'.

Important Point for New Graduates to Note.
SLTs at Senior level, display different competencies to Basic Grade SLTs (Therapy Project Office, TPO, 2008).  While it is acknowledged that these are flexible in line with experience and service structures, the TPO clearly noted progression from Staff/Basic grade to Senior grade in terms of guidance around providing a quality service.  As a CORU registered profession, SLTs must adhere to CORU's Code of Professional Conduct and Ethics and Scope of Practice guidelines.  SLTs are bound to act and practice within the limits of their knowledge, skills, competence and experience and practise only in areas in which they are appropriately supervised.

## 5.5  When to apply?

### When do I apply for New Graduate Membership?

- Once successfully qualified, and registered with CORU, student members can change membership category to New Graduate membership. New Graduate Membership is a practising membership and is for New Graduates who are in employment and practising as a Speech and Language Therapist

- To complete this process, go to 'My Profile' on the website and request a change of membership category.

- Once you receive notification that your New Graduate membership has been approved you must also update your qualification details in 'My Profile' on the website.

### When do I apply for Full Membership?

You must be practicing as an SLT for a period of over one year and have practiced within the previous two years. See Section 5.4 (above) for further details.

To complete this process, you should go to 'My Profile' on the website and request a change of membership category.

Once you receive notification that your New Graduate membership has been approved you must also update your qualification details in 'My Profile' on the website.

### Can I apply for Full Membership of IASLT if I have worked through my competencies while working as volunteer SLT?

The graduate competencies cannot be completed if you are in a voluntary or assistant role. The framework of competencies can only be started once employed as a Speech and Language Therapist.

## 6.0 Professional Supervision

Professional supervision is an important part of clinical practice for all practitioners and at all grades. Arranging supervision will be part of your role throughout your clinical career. As a New Graduate, you can find important information on the functions of supervision and how this may be structured in the IASLT *Guidelines for Professional Supervision in Speech and Language Therapy*. It is strongly recommended you become familiar with these guidelines.

A specific programme of supervision for New Graduate Speech and Language Therapists should be decided locally. IASLT recommends that the following types and levels of support should be provided:

- The primary supervisor must be a Speech and Language Therapist with at least three years clinical experience and must have experience within the clinical area in which the new graduate Speech and Language Therapist is working.
- Assigning a workplace mentor or buddy will assist the new graduate Speech and Language Therapist in learning about everyday workplace practice and procedures.
- Regular manager/supervisor meetings (weekly during the first three months and monthly thereafter) to assess progress and to identify further development needs. The manager/supervisor must support the new graduate Speech and Language Therapist in finding appropriate ways of meeting those development needs.
- The supervision and support may take the form of direct supervision of intervention; mentoring and professional support; joint clinical sessions; attendance at clinical meetings, staff meetings etc.
- Opportunities to access specialist advice to support development of clinical reasoning, reflective practice and evidence based decision-making.

### What if I change jobs / employer whilst completing my competencies?

- If the new graduate Speech and Language Therapist changes employer or if their supervisor changes whilst completing this framework they must ensure that all relevant sections of the framework are signed off by their initial supervisor before leaving. As noted above this supervisor must be an IASLT Member.
- Remaining competencies must then be signed off by an agreed supervisor who is an IASLT Member in the new workplace or an agreed supervisor outside of the workplace who is an IASLT Member.

## 6.1 Assessing Competencies

It is the responsibility of the new graduate Speech and Language Therapist to provide evidence to support the achievement or emergence of competencies. It is the responsibility of the supervisor to give prior guidance on required evidence and to assess the adequacy of the evidence provided. The manager/supervisor must indicate that all competencies are to the level of *Achieved* or *Emerging*. The manager/supervisor should be satisfied that the New Graduate Member is a competent, autonomous clinician before recommending them for Full Membership of IASLT.

The following suggestions of evidence of achieved or emerging competence may be a useful guide:
- Minutes/notes from supervision meetings;
- Personal development plans;
- Record of supervisory activities;
- Continuing Professional Development (CPD) Portfolio. See IASLT website for online portfolio
- Evidence of joint working with more experienced therapists.

The New Graduate Member should retain evidence of activities related to their supervisory year and evidence of supported learning during this period. It is expected that the new graduate will be consistently demonstrating all competencies outlined in order to transfer to Full Membership of IASLT.
- If any competencies are rated as *Not evident*, the applicant will be required to complete an additional period of time under supervision as a New Graduate Member.
  Where competencies are rated as *Emerging*, the reasons for this should be clearly documented. If a number of competencies are rated as *Emerging*, the applicant may be required to complete an additional period under supervision in order to develop the competencies required to transfer to Full Membership.

### 6.2  Additional resources to support supervision

- The HSE published a Public Health Sector Guidance Document on Supervision for Health and Social Care Professionals in 2015. The impetus for creation of this document came from both issues arising around support for supervision from the professions and through dialogue with professions in the context of development and implementation of the performance management system. It can be accessed via:
  http://www.hse.ie/eng/staff/Resources/HR_Circulars/circ00215.pdf
- An online module 'Introduction to Professional Supervision for Health and Social Care Professionals' is available to access on www.hseland.ie
- The National HSCP Office in collaboration with the HSCP Professional Development Network launched two online modules in 2022 on Reflective Practice, entitled 'Introduction to Reflective Practice for HSCP' and 'HSCP with Experience of Reflective Practice'. Both of these modules are available on www.hseland.ie .

## 7.0 Continuing Professional Development

Speech and language therapy is always evolving with new research, different conditions, changes in community needs and new treatments, therapies and services. It is a lifelong learning process.

IASLT requires an on-going commitment from all members to participate in continuing professional development (CPD). All members are required to keep up to date with evidence-based clinical approaches and methodology, current thinking on best practice and legislative requirements. Ongoing CPD is also a requirement for CORU. It is a member's responsibility to be aware of their obligations as a registrant. Further information can be found at:  http://www.coru.ie

CPD involves identifying your own learning and development needs and planning a programme of education and learning to meet these needs. You will be expected to take responsibility for the content, relevance and quality of your own professional development. Reflection on learning and relevance for professional practice is a fundamental component of effective CPD. IASLT recommends that planning for CPD be carried out with managers and/or peers in order to determine professional objectives relevant to the current work setting.

Detailed information in relation to CPD requirements and CPD Audit are available in IASLTs *CPD Standards 2018* on  https://www.iaslt.ie/learning-centre/what-is-cpd/ . The IASLT online CPD portfolio provides an online tool for recording and reflecting on CPD activity and maintaining evidence of CPD. You are encouraged to use this tool to maintain your CPD records. The portfolio can be accessed on 'My Dashboard' section when you log into the IASLT website.

### Will I need to have evidence of CPD to become a New Graduate Member?

- You will not be required to submit evidence of CPD to become a New Graduate Member as your professional qualification is accepted as sufficient. In your new graduate year of practice, you will be required to adhere to the same IASLT CPD requirements as full members of IASLT.
- New Graduates members are not included in the CPD audit process. Once you transfer to full membership, you will have a further full year as a full member of IASLT before you are eligible to be selected for audit.

### I am a New Graduate and cannot find employment. What should I do to keep up to date?

- If you are not employed as a Speech and Language Therapist, IASLT recommends that you aim to maintain your CPD through non-work based activities from the categories of professional activities, formal education, self-directed learning and other activities.

Some ideas for maintaining your knowledge and skills while searching for employment are outlined below:

- ### Courses and Study Days:

Maintaining and developing your CPD through attendance at specific courses and study days. IASLT offer regular CPD opportunities through the year, often at a discounted rate to Members. IASLT also collaborates with other professional bodies to bring you many opportunities for interdisciplinary learning. Watch webinars. Listen to IASLT podcasts. Read papers. Follow IASLT and other relevant evidence-based research on social media.

- ### Journal clubs:

Journal clubs are a great way of keeping up to date with recent evidence-based practice and can help you maintain your knowledge and skills once you have left college. Journal clubs can be set up with fellow New Graduates in your area.

- ### Join a Special Interest Group (SIG):

SIGs are an excellent way of developing your CPD in specific areas of interest. They are also a great way of staying informed about upcoming courses, job vacancies and for liaising with other Speech and Language Therapists. See the 'About Us' section of www.iaslt.ie for a list of SIGs and contact details in relation to joining.

There are many ways to become actively involved in your professional body, such as join committees, attend meetings, or send us a message on the types of CPD learning that you would like to see available.

## 8.0 Applying to work in Ireland

Before you begin to apply for your first job, it will be helpful to be familiar with how health services are structured and governed in Ireland. Section 8 explains key structures and functions of the health service as well as legislation relevant to Speech and Language Therapists. You will also find useful information on www.hse.ie, www.dohc.ie, www.hiqa.ie and www.citizensinformation.ie. The Department of Education and Skills www.education.ie provides useful information regarding pre-school, primary school and secondary school services, which it is advisable to be familiar with when working with these age groups.

### 8.1 Various channels of employment

### How do I apply for employment through the National Recruitment Service?

- Direct recruitment by the HSE is done centrally through the National Recruitment Service. Posts are advertised nationally through the HSE website (www.careersinhealthcare.ie).
- Please be aware the recruitment process of publicly-funded organisations may change at any time and all applicants should ensure that they keep up to date with current recruitment information by going to the HSE website: https://www.hse.ie/eng/staff/jobs/recruitment-process/how-to-apply.html
- There are various websites that might help you prepare for interviews – a commonly used model is S.O.A.R which allows you to showcase your experiences and strengths.
    - http://www.social-hire.com/blog/candidate/job-interview-tips-developing-interview-stories/

### How do I apply for employment with HSE-funded organisations?

- There are some organisations and hospitals that are funded by, but not directly managed by the HSE.
- Voluntary Organisations may provide services to adults with disabilities, and/or act as a lead agency under the Progressing Disabilities Services (PDS) programmes providing services to Children with complex needs within Children's Disability Network teams (CDNTs) e.g. (e.g. Enable Ireland, Brothers of Charity, Stewarts Care, Cope Foundation, etc.).
- Acute and Rehabilitation Hospitals provide services to adults or children presenting with a wide range of needs (e.g. Beaumont Hospital, South Infirmary Victoria University Hospital, Peamount Hospital, National Rehabilitation Hospital etc.).
- Recruitment to these organisations is not always done through the National Recruitment Service.

- Vacancies in these organisations are usually advertised formally on recruitment websites, through the organisation's website and social media, Linkedin, National Papers, and at times on the IASLT Members web page.
- Short term positions may not always be advertised formally but may be circulated through informal e-mailing lists. Therefore, if you have a specific interest in working in these services, you should contact the SLT Manager within the organisation directly via phone or email, to express interest and submit CV and cover letter.
- Panels are typically formed for a 12-month period should further vacancies arise. This panel is individual to each agency and therefore does not affect your standing on other panels with other organisations, either voluntary or HSE.
- Members of IASLT have access to job adverts posted on the IASLT website.

How do I apply for employment via Agency recruitment?

- Some short-term positions for HSE posts, acute services, adult services and CDNTs are advertised through different recruitment agencies such as TTM Healthcare, CPL Healthcare, Lincoln Recruitment Services and FRS Recruitment. These positions can range from 3 months to 12 months + in length.
- Application and interview process for these posts are managed by the lead recruitment agency.
- Agency Vacancies are usually advertised formally on recruitment websites such as irishjobs, indeed etc, through the agency's website and social media or Linkedin. Accepting an agency post does not affect your standing on a national panel.
- Accepting an agency post means that you are employed directly by the recruitment agency rather than the HSE/HSE funded organisation. The recruitment agency is responsible for your non-clinical <u>management</u> such as pay, annual leave and CPD.

Can I work privately as a New Graduate?

In working in private practice, it is important to consider the availability of professional supervision:

- Working independently as a private practitioner:
  This may be either where you set up as an independent private practice Speech and Language Therapist or where you are employed as the only Speech and Language Therapist in a privately funded and run organisation. IASLT recommends that new graduate Speech and Language Therapists ***do not work independently as private practitioners until they have a minimum of two years experience of working under professional supervision***. This will allow you to fully consolidate your clinical skills before working in an independent setting. You will be unable to become a full member of IASLT unless you complete your new graduate membership year under the supervision of a qualified SLT with

at least 3 years clinical experience and who is a member of IASLT or MRA affiliate association. Without adequate supervision during your New Graduate Membership year you will not be covered under IASLT professional indemnity or Fitness to Practice Insurance.

- Working in a Private Clinic or Company:
  If you are working in a private speech and language therapy clinic or privately funded and run organisation you should have the support of at least one other Speech and Language Therapist with a minimum of three years' clinical experience. Once you are working under the supervision of a qualified SLT with at least 3 years' experience and who is a member of IASLT or one of the MRA associations, you will be in a position to work through the competencies required to transfer to Full Membership and you will also be covered under IASLT professional indemnity provision. As a member of IASLT, you have access to discounted rates for insurance through our insurance partner, Arachas. It is important to be aware of the need for insurance when working as a speech and language therapist.

## What if I cannot find employment as a Speech and Language Therapist?

- Gaining employment within the profession is impacted by the overall economic climate of the day. If you have completed the HSE recruitment process through the National Recruitment Service and have explored opportunities for employment with organisations that are not included under the National Recruitment Service , there are several options for consolidating and developing your clinical knowledge and skills in the period until you are offered a post. One option may be to explore opportunities for working as a Speech and Language Therapist overseas for a period of time, which can provide you with valuable clinical experience in another health service and of course an opportunity to experience a different culture, way of life and climate. If considering going overseas, thoroughly investigate all requirements for validation of your SLT qualifications with the country's national SLT professional body,  professional regulatory body as well as visa and emigration laws.

### 8.2  Preparing for interview

- Prepare by getting to know what the job entails; review the job description/specification and find out information about the organisation to which you are applying. If the advert has provided contact details for further information it is highly recommended that you use this contact. Before the interview, review a copy of your completed application and/or CV.
- Always listen to the question being asked by the interviewer, and do not be afraid to pause or ask for clarification. The role of the interviewer is to provide

you with the opportunity to display your knowledge/skills to the best of your ability.

- Competency-based interviews: Your completed application form will prepare you for the types of questions you will be asked at interview. You can use examples from all areas of your life. It is not necessary to limit it to clinical experiences. The focus in competency-based interviews is proving that you have the necessary skills/qualities for the job, so inclusion of real life examples where you have displayed these skills/qualities is relevant and recommended. The interviewers are interested in what part you played in a specific situation so focus on what both you and the group did. Remember to mention who you consulted with in the process! The interviewers may probe you with more questions as they will want to ensure you did what you say you did and have not simply rehearsed an answer. They will be particularly interested in what you learned from the situation and how you would manage this situation if it arose again.
- Be prepared for clinical questions regarding assessment/management of a range of client groups.
- It really helps to sit down with a colleague and role play interviews by asking each other questions and practising giving answers. This will give you more confidence in answering questions and in generating better answers.
- The 'Getting a Job In the HSE' eLearning programme is available on HSEland and gives tips for preparing for the HSE interview process.

### 8.3  Professional Clinical Indemnity

- If you work for a publicly funded organisation, your work in that organisation will be covered under the State Clinical Indemnity Scheme. Under the scheme, which is managed by the State Claims Agency (SCA), the State assumes full responsibility for the indemnification and management of all clinical negligence claims.
- The Scheme covers only claims alleging malpractice or clinical negligence and the associated risk management issues. The Scheme does not cover Employer's Liability or Public Liability claims against health agencies.

## 9.0 Applying to work overseas

Working overseas can be an exciting and rewarding challenge. SLT qualifications vary considerably across countries and you should take the time to investigate the process for having your Irish SLT qualifications validated. Helpful websites might be the professional bodies of the country of interest:

| Country | Website |
|---|---|
| American Speech-Language-Hearing Association (ASHA) | www.asha.org |
| Speech-Language and Audiology Canada (SAC- OAC) | www.sac-oac.ca |
| Royal College of Speech and Language Therapists (RCSLT) | www.rcslt.org |
| Speech Pathology Australia | www.speechpathologyaustralia.org.au |
| | www.speechtherapy.org.nz |

| New Zealand Speech-Language Therapists' Association | |
|---|---|

As a New Graduate Member of IASLT, you are not eligible to apply for membership of an MRA partner body using the MRA route. You may apply to MRA associations using their general application route and not the MRA route. Often, this requires submission of details of your under- or post-graduate SLT programme, exam results and any relevant employment experience. However, different associations have different requirements so therefore IASLT recommend contacting associations directly for their specific requirements. Prior to application for validation, please ensure you thoroughly investigate all immigration and visa restrictions regarding potential employment.

## 9.1 Mutual Recognition Agreement (MRA) Applications

IASLT is a member of the MRA which entitles IASLT members to apply for membership to the above associations once:

1. You have completed your new graduate year and submitted your new graduate competencies to IASLT.
2. You have held one year's Full Membership with IASLT starting from the date you submitted your new graduate competencies and have renewed into a second year of membership.
3. For further details on the MRA go to the IASLT member section of the website. IASLT will issue letters of Proof of Membership to its full members when requested. Application for Proof of Membership Letters is available on the membership section of the IASLT web page.

## 9.2 Accepting Jobs Overseas

- Working overseas can provide New Graduate SLTs with valuable clinical experience, IASLT would like to recommend that New Graduates fully research the job position, supervision opportunities and contract before accepting job offers abroad.
- It may also be helpful to link in with SLTs currently working in the position/country.
- If you are planning on working abroad for a limited timeframe, you have the opportunity of maintaining your CORU registration during this time, but it is important to keep your CPD requirements up to date as per statutory requirements set out by CORU.

## 10.0 The Irish Healthcare Structure

The key components of the Irish Health Service are the Department of Health (DoH), the Health Service Executive (HSE), the Health Information & Quality Authority (HIQA). Click on the chart below for more information on the HSE organisational structure.
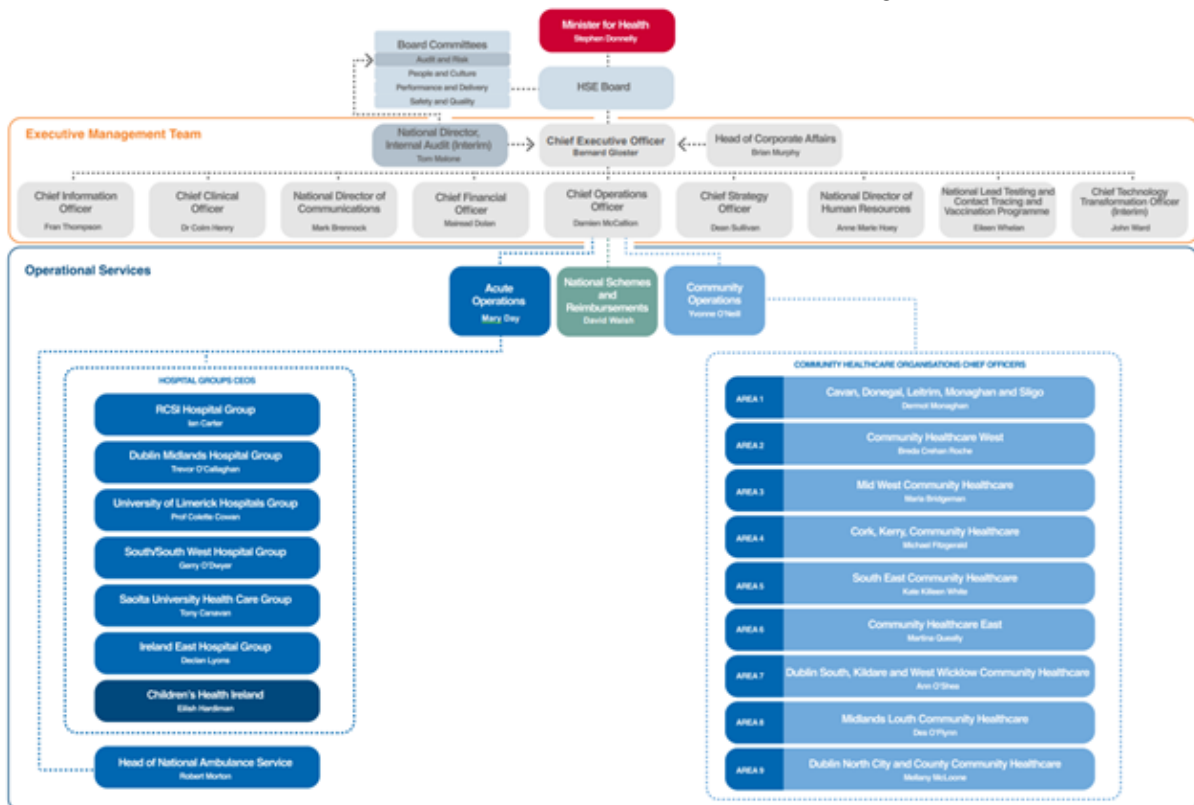


The Department of Health

The DoH is the government department with responsibility for all publicly funded health and personal care services. The DoH is responsible for strategic and policy issues and overall accountability for the performance of the service.

The Department's role is to support the Minister for Health to:
- Formulate evidence-based health policy
- Protect the interests of patients
- Ensure an appropriate regulatory framework
- Provide effective stewardship by ensuring accountability for public funds
- Ensure effective service planning to improve the overall governance of the health service

## The Health Service Executive

- All public health and social care services in Ireland are provided by the HSE.
- Services are provided either directly through the HSE, or by service agreements with voluntary hospitals (e.g. many of the Dublin hospitals), voluntary organisations (e.g. Enable Ireland, St. John of Gods) and private health providers.
- Community services (including speech and language therapy) are arranged geographically into Community Healthcare Organisations of which there are 9 in the country.
- There is no cost to clients for speech and language therapy which is provided in any organisation which is funded by the HSE. This includes all primary and community care services as well as all public hospitals and publicly funded voluntary organisations.

## Private Healthcare

- The HSE is responsible for all public acute and non-acute health and personal social services including public hospitals, community care and public continuing-care facilities. Such services are largely funded through general taxation and are available to all citizens. However, a significant proportion of healthcare in Ireland is privately funded and delivered.
- Speech and language therapy provided by Speech and Language Therapists in private practice and those working in privately funded agencies, such as some schools, is paid for privately either by the client or in some cases by a charity e.g. Down's Syndrome Ireland. Private health insurance may cover some of the costs paid by individual clients depending on individual plans.

## The Health Information and Quality Authority (HIQA)

- HIQA is an independent body within the Irish Health Service. Its role is to set standards for services provided by or on behalf of the HSE, except those within the Mental Health Services.
- It is responsible for monitoring and inspecting services, health information, quality of services and assessing the benefits of new treatments and technologies.

## Department of Education and Skills

- Although some services are provided in educational settings, there are not many Speech and Language Therapists employed directly by the Department of Education and Skills currently.
- The responsibility for the organisation and delivery of speech and language therapy services within these settings primarily rests with the Department of Health.
- IASLT are currently developing a guidance document to support SLTs working in educational settings.

## National Health and Social Care Professions Office, HSE.

- The National HSE Health and Social Care Professions Office was established in 2017. The office was previously known as the Health and Social Care Professions Education and Development Unit.
- The remit of the office has now expanded and will provide corporate leadership to the HSE on all matters relating to Health and Social Care Professionals (HSCPS).
- It offers the opportunity to strengthen the contribution of Health and Social Care Professions. Jackie Reed is the National Lead in the HSCP Office.

## 11.0 Legislation relevant to Speech and Language Therapy

Legislation relevant to the delivery of speech and language therapy services includes:

### Disability Act (2005)

- The *Disability Act* (2005) provides a statutory entitlement to an independent assessment of health and educational needs and a statement of the services which are required.
- In respect of health, this process is the *Assessment of Need* and the resultant report is referred to as the *Assessment Report*. The *Disability Act* makes provision for a timeframe of no longer than 3 months from time of application to commencement of assessment and a further 3 months to complete the assessment and provide a service statement.
- The Act took effect on 1st June 2007.  Currently any child born after June 1st 2002 is eligible to apply for an assessment under the Disability Act 2005 regardless of their age at the time of application.

### Education for Persons with Special Educational Needs Act (2004) (EPSEN Act)

- Under the EPSEN Act, a child between the ages of 0 to 18 years is entitled to an assessment to determine if a special educational need exists. The Act states that an assessment under the Act "shall include an evaluation and statement

of the nature of the child's disability (including in respect of matters that affect the child overall as an individual) and an evaluation and statement of the services which the child needs so as to be able to participate and benefit from education and generally to develop his or her potential". The EPSEN Act describes how assessments will be carried out, how standards are set, the grounds on which an assessment is required or provided, the educational resources available on foot of an assessment, and the provision for appeals.

- The provisions of the EPSEN Act (2004) and the Disability Act (2005) are complementary and designed to cover the spectrum of needs for both adults and children, which includes transition planning at various stages, such as pre-school to primary, primary to second level and second level into adult services.
- A date for implementation of the assessment process under the EPSEN Act (2004) has not yet been agreed.

## Health and Social Care Professionals Act (2005)

- The Health and Social Care Professionals Act (2005) provides for the statutory registration of health and social care professionals in Ireland.
- The purpose of establishing this system is to ensure that members of the public are protected and informed so that they can be confident that the professional providing the service is properly qualified, competent and of good standing.
- The system will also ensure professional conduct and the promotion of high standards of professional education and training among health and social care professionals.
- The system of statutory registration applies to the following health and social care professions, regardless of whether they work in the public/private sector or are self-employed;

  - Podiatrists
  - Clinical Biochemists
  - Dietitians
  - Medical Scientists
  - Occupational Therapists
  - Orthoptists
  - Physiotherapists
  - Psychologists
  - Diagnostic and Radiation Therapists
  - Social Workers
  - Social Care Workers
  - Speech and Language Therapists

- The Act provides for the establishment of a Health and Social Care Professionals Council to oversee the system and a Registration Board for each of the professions to be registered. Since October 2016 it is mandatory for all practicing speech and language therapists to be registered with CORU. Information can be found at: http://www.coru.ie/

## The Child Care Act (1991)

- This Act governs the care and protection of all children. It places a statutory duty on the health service to promote the welfare of children who are not receiving adequate care and protection.
- The Child Care Act (1991) provides the legislative basis for *Children First: National Guidelines for the Protection and Welfare of Children (1999).*
- These guidelines support health professionals in identifying, reporting and managing child abuse, and designates a responsibility to report on all health professionals, including Speech and Language Therapists. *The Protection for Persons Reporting Child Abuse Act (1998)* provides immunity from civil liability to persons who report child abuse 'reasonably and in good faith' to designated health service staff or members of An Garda Síochána.
- Children First training is available online via www.hseland.ie.

## Data Protection (Amendment) Act (2003)

- The Data Protection (Amendment) Act (2003) provides for both manual and electronically held records.
- The Act regulates the collection, processing, keeping, use and disclosure of personal information processed by both the private and public sectors. Individuals have a right to access and correct inaccurate information.
- The Act holds that information can only be used for specified and lawful purposes and cannot be improperly used or disclosed. Additional protections can be ordered for sensitive data.
- Criminal penalties may be imposed for violations.

## Freedom of Information Act (2003)

- The Freedom of Information (Amendment) Act (2003) obliges government departments, Health Service Executive (HSE) Areas, local authorities and a range of other statutory agencies to publish information on their activities and to make personal information available to citizens.
- In addition, the Freedom of Information Act establishes the following statutory rights:
  - A legal right for each person to access information held by public bodies and government departments.
  - A legal right for each person to have official information relating to himself/herself amended where it is incomplete, incorrect or misleading.
  - A legal right to obtain reasons for decisions affecting himself/herself.

## Assisted Decision Making (Capacity) Act (2015)

April 26th 2023 marked the full commencement of the Assisted Decision Making Act, empowering legislation promoting everyone's right to make their own decisions and enacting a framework of individualised supports that ensure rights are upheld. Speech and Language Therapists will play a role in all settings ensuring principles of the Act are upheld. Check out http://hse.ie, http://hseland.ie and http://decisionsupportservice.ie for evidence-based resources developed collaboratively with people who use services & front line staff.

## 12.0 Further information

Should you have any queries, concerns or other feedback during your time as a new graduate member, please do not hesitate to contact:

- info@iaslt.ie.

New Graduates can also direct their queries to the Professional Development Manager: professionaldevelopment@iaslt.ie

It is also useful to check the IASLT website at www.iaslt.ie for information such as upcoming professional development courses and job advertisements.

You can also follow IASLT on Facebook, Twitter, Instagram and Linkedin to keep up to date with current events and discussions within the professional community, both nationally and internationally.

***We hope that the New Graduate Membership period is an enjoyable experience for both the New Graduate Member and the manager/supervisor.***

## Appendices

*Appendix 1: IASLT Formalisation of Transfer to Full Membership Form*

**Name**: _____    **CORU No: _____**

The following competencies must be signed by the new graduate member and their manager/supervisor and returned on application for Full Membership of IASLT. The competencies provided are broad enough to ensure competent independent practice at a basic grade level. Additional competencies may be added as required for local work requirements.

| Rating | Descriptor |
|---|---|
| **Not Evident** | This skill was not demonstrated despite learning opportunities, supervision and support |
| **Emerging** | The New Graduate Member **has not consistently demonstrated** acceptable levels of practice in this area |

| Evident | The New Graduate Member **has consistently demonstrated** acceptable levels of practice in this area |
|---|---|

**It is expected that the new graduate will be consistently demonstrating all competencies outlined in order to transfer to Full Membership of IASLT. If any competencies are rated as 'Not evident', the applicant will be required to complete an additional period of time under supervision as a New Graduate Member. Where competencies are rated as 'Emerging', the reasons for this should be clearly documented. If a number of competencies are rated as 'Emerging', the applicant may be required to complete an additional period under supervision in order to develop the competencies required to transfer to Full Membership.**

| *Competency* | **Achieved** | **Emerging** | **No Evidence** |
|---|---|---|---|
| **1. Professional Autonomy and Accountability of The Speech and Language Therapist** | | | |
| 1.1 Conforms to the standards required by the IASLT Code of Professional Conduct and Ethics, and Therapy project Office SLT Competencies (2008). | | | |
| 1.2 Is informed by guidelines for best practice and develops and disseminates evidence based practice within professional contexts | | | |
| 1.3 Adheres to the IASLT Code of Professional Conduct and Ethics, 2022 | | | |
| 1.4 Exercises a professional duty of care to patients/clients. | | | |
| 1.5 Understands the legal, ethical and safety responsibilities of professional practice. | | | |
| 1.6 Upholds the principles and practice of clinical governance. | | | |
| **Comments** | | | |

| | | | |
|---|---|---|---|
| | | | |

| **2.  Personal and Professional Skills** | | | |
|---|---|---|---|
| 2.1 Demonstrates sensitivity to personal frameworks and an ability to recognise prejudice. | | | |
| 2.2 Assesses personal abilities realistically | | | |
| 2.3 Recognizes personal and emotional needs of self and takes the responsibility for own health, wellbeing and work / life balance. | | | |
| 2.4 Identifies and manages stress effectively in the clinical context. | | | |
| 2.5 Acts in ways that acknowledges people's rights to make their own decisions | | | |
| 2.6 Acts in ways that are non-discriminatory and respectful of others' beliefs and perspectives. | | | |
| 2.7 Recognizes the need within practice to respect and respond to culturally diverse communities (e.g., use of appropriate materials, contexts, access to interpreters etc.). | | | |
| 2.8 Communicates with people in a manner that is consistent with their level of understanding, culture, background and preferred ways of communicating in order to sustain positive working relationships and enable constructive outcomes to be achieved. | | | |
| 2.9 Understands and recognises limits of own competencies and recognise the need to consult with supervisor in a timely and appropriate manner | | | |
| 2.10 Acknowledges the life long need for continuing supervision. | | | |
| 2.11 Identifies personal development needs and engages in continuous self-directed learning to promote professional development and quality of practice. | | | |

| | | | |
|---|---|---|---|
| 2.12 Takes on appropriate responsibility for professional and clinical actions | | | |
| 2.13 Shows an understanding of the role of empowerment in the therapeutic process. | | | |
| 2.14 Regularly monitors the quality of work. | | | |
| **Comments** | | | |

| 3. | **Professional Relationships** | | | |
|---|---|---|---|---|
| 3.1 Gains informed consent. | | | | |
| 3.2 Maintains all aspects of patient/client confidentiality | | | | |
| 3.3 Promotes a culture of involvement and consultation | | | | |
| 3.4 Recognizes the profession's Scope of Practice and makes referrals where appropriate. | | | | |
| 3.5 Develops and maintains effective working relationships across the range of individuals and agencies, as appropriate. | | | | |
| 3.6 Participates effectively in a variety of multi-, inter-, and intra-professional teams, keeping the rights and needs of the client central to such participation. | | | | |
| 3.7 Takes cognisance of professional and support staff boundaries and roles. | | | | |
| **Comments** | | | | |

| 4. | **Professional and Employer Context** | | | |
|---|---|---|---|---|
| 4.1 Shows awareness of the structure and function of the education, social and health care services and an understanding of current developments. | | | | |

| | | | |
|---|---|---|---|
| 4.2 Shows an understanding of health education and how it relates to communication and swallowing. | | | |
| 4.3 Cooperates respectfully with the wider organization in the interest of a user centred service. | | | |
| 4.4 Develops and maintains a broad knowledge of the health service, understands how Speech and Language Therapy can best contribute to a model of holistic service provision and works to promote the profile of Speech and Language Therapy within the service. | | | |
| 4.5 Demonstrates an ability to use research, statistical and epidemiological data. | | | |
| 4.6 Continuously challenges the standards of quality and efficiency in service provision and strives to find ways in which the standard of care can be improved. | | | |
| 4.7 Identifies initiatives that will modernise professional practices. | | | |
| **Comments** | | | |
| **5.     Identification and Assessment of Communication Needs** | | | |
| 5.1 Establishes rapport and facilitates participation in the speech and language intervention process. | | | |
| 5.2 Analyses and interprets assessment data. | | | |
| 5.3 Identifies gaps required to understand the client's communication issues and seeks information to fill those gaps. | | | |
| 5.4 Makes a clinical judgment or diagnosis in relation to the nature and extent of speech, language and communication difficulties, and proposes possible outcomes. | | | |
| 5.5 Reports on the analysis and interpretation of assessment information, providing a differential description of patients/clients assessed, showing an ability to relate theory to practice. | | | |
| 5.6 Provides feedback on interpretation of assessment results to the client, significant others, refers and discusses management of identified difficulties. | | | |

| | | | |
|---|---|---|---|
| 5.7 Uses published and self-generated assessments (including discussion with clients and carers), instrumentation and transcription where appropriate to describe, identify, analyze, and evaluate developmental and acquired phonetic, phonological, semantic, syntactic, pragmatic, fluency and voice disorders. | | | |
| 5.8 Identifies the influence of situation context on communication. | | | |
| 5.9 Recognise and evaluates the effect of communication difficulty on the psychosocial well-being of the client and significant communication partners. | | | |
| 5.10 Recognizes possible contributing factors to communication difficulty, whether social, psychological, cognitive or medical. | | | |
| 5.11 Evaluates interaction between the medical, social, cognitive, educational factors and communication need. | | | |
| 5.12 Understands and recognises the need to refer to other professionals in a timely and appropriate manner. | | | |
| 5.13 Demonstrates an ability to identify the presence of dysphagia and make appropriate onward referral | | | |

**Comments**




**6.    Formulation of Plans for Meeting Communication, Eating, Drinking and Swallowing Needs**

| | | | |
|---|---|---|---|
| 6.1. Generates hypotheses from the analysis and integration of case history and assessment findings in relation to communication impairments. | | | |
| 6.2 Sets communication goals based on assessment and communicative need through use of integrated and interpreted information from various relevant sources. | | | |
| 6.3 Discusses long-term outcomes and decides in consultation with the client whether Speech and Language Therapy is appropriate or | | | |

| | | | |
|---|---|---|---|
| required. Includes key people in these discussions. | | | |
| 6.4 Selects and plans appropriate and effective therapy interventions involving key people in the client's environment. | | | |
| 6.5 Defines and agrees upon roles and responsibilities for the Speech and Language Therapist, the client, and significant others in the planned intervention | | | |
| 6.6 Documents intervention plans and decisions taken. | | | |
| 6.7 Uses current critically appraised research to inform practice. | | | |
| 6.8 Understands the rationales and principles that underlie therapy. | | | |
| 6.9 Produces intervention plans in the context of multidisciplinary provision, demonstrating understanding of the role of other members of the team. | | | |
| 6.10 Takes account of available service delivery options. | | | |
| 6.11 Selects the appropriate role/s of assessor, educator, counsellor, advocate, researcher, trainer facilitator and consultant, and is aware of boundaries. | | | |
| 6.12 Uses therapy techniques appropriate to a range of communication difficulties | | | |
| 6.13 Uses therapy techniques appropriate to a range of eating, drinking and swallowing difficulties, under direct supervision.*(May not be an essential requirement for all settings)* | | | |
| 6.14 Liaises and communicates effectively with other professionals, clients, relatives/carers and appreciates their potential contributions to the management process. | | | |
| 6.15 Is able to make appropriate onward referral. | | | |
| **Comments** | | | |

7.      **Intervention**

| | | | |
|---|---|---|---|
| 7.1 Implements the Speech and Language Therapy intervention programme based on assessment, interpretation and planning. | | | |
| 7.2 Undertakes continuous evaluation and modification of aspects of the therapy management plan to be carried out by key agent(s) of change, taking into account their knowledge and abilities. | | | |
| 7.3 Continuously evaluates the efficacy of the therapy management plan and modifies it as appropriate. | | | |
| 7.4 Documents progress and changes in Speech and Language Therapy intervention and participates in administration processes. | | | |
| 7.5 Prepares a client for discharge appropriately, agreeing a point of closure with the client/carer, following relevant agency discharge procedures | | | |
| 7.6 Practises in a manner that promotes well - being and protects the safety of all parties. | | | |
| 7.7 Demonstrates supportive and therapeutic interaction skills, which include the adaptation of strategies for optimum communication with clients or others. | | | |
| 7.8 Modifies linguistic and interpersonal behaviour to ensure the client understands and expresses him/herself as fully as possible | | | |
| 7.9 Accesses support from mentors or specialists. | | | |
| 7.10 Manages time effectively within clinical sessions, related clinical work and balances clinical and administrative responsibilities. | | | |
| 7.11 Keeps accurate contemporaneous records in accordance with professional and legal requirements. | | | |
| 7.12 Demonstrates awareness of and adherence to current legislation as detailed in policy and procedures of health service agencies. | | | |

**Comments**

.

| **8.      Planning, Maintaining and Evaluating Services** | | | |
|---|---|---|---|
| 8.1 Uses and maintains an efficient information management system, including the use of information technology. | | | |
| 8.2. Manages caseload effectively including prioritization, time management and efficient use of service delivery models. | | | |
| 8.3. Participates in evaluation of the Speech and Language Therapy service. | | | |
| 8.4. Demonstrates critical reflection skills as a foundation for ongoing professional development. | | | |
| 8.5. Makes use of current research, by evaluating and applying it, where appropriate in clinical practice. | | | |
| 8.6. Understands the principles of research and research methodology which underpin an analytical approach to clinical practice and is familiar with statistical packages. | | | |
| 8.7. Evaluates the range of formal and informal assessment tools and therapeutic resources, and processes in relation to current research. Makes suggestions for developing or acquiring new resources. | | | |
| 8.8. Communicates and consults with professional groups and services e.g. through line management and professional networks. | | | |
| 8.9. Responds to relevant government legislation and workplace policies and their implications for Speech and Language Therapy | | | |
| **Comments** | | | |
| **9.      Professional Development** | | | |
| 9.1 Participates in continuous professional development. This can be achieved in a variety of ways including attendance at conferences, | | | |

| | | | |
|---|---|---|---|
| independent study, and participation in research, teaching or presenting, developing specialist clinical skills etc. | | | |
| 9.2 Makes use of formal and informal networks for professional development | | | |
| 9.3 Develops personal growth as an SLT through insight into current skills and further development of a range of interpersonal and communication skills. | | | |
| **Comments** | | | |
| **10.    Locally determined competencies** | | | |
| | | | |

Do you consider the new graduate IASLT member competent to practice independently as a Full Member of IASLT

Yes □                              No □

Please outline your reasons highlighting strengths as well as weaknesses, identifying, where relevant, components requiring further attention.

Print name of manager/supervisor recommending transfer to full membership:_____

IASLT Membership Number: _____

Signature of manager/supervisor:_____  Date: _____

Print name of applicant:_____

IASLT Membership Number: _____

Signature of applicant:_____  Date: _____

**Employment History**

The following information is required in relation to the period of supervised practice as a new graduate member.

| Employer | Dates of Employment | Managers Signature |
|---|---|---|
|  |  |  |

|  |  |  |
|---|---|---|
|  |  |  |

Return completed form to: The Irish Association of Speech and Language Therapists

Please <u>do not</u> post your competency form.
Scan and email to info@iaslt.ie

Or

Upload to your membership to My Profile on the website and email info@iaslt.ie to advise of this. You can then go to your Profile and select Change Membership Category and select Full Member

**Appendix 2: Planning & Reflecting Journal**
Below is a template you can use to track your thoughts, experiences and reflections during your first year of practice as New Graduate SLT.

| **Before I start my first job…** |
|---|
| What resources can I use to help prepare? |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| |
| Is there anything I am worried about in this job? |

_____
_____
_____
_____
_____
_____

How can I help manage or address this worry?
_____
_____
_____
_____
_____

What am I most looking forward to about this job?
_____
_____
_____
_____
_____
_____

**3 months into my first job…**
What I wish I could have told myself 3 months ago…
_____
_____
_____
_____
_____

My biggest accomplishment in the last 3 months has been….
_____
_____
_____
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_____

My biggest challenge in the last 3 months has been….
_____
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_____

My goal for the next 3 months is….
_____
_____
_____
_____
_____

I can achieve this by….

_____

_____

_____

_____

**6 months into my first job…**

What I wish I could have told myself 3 months ago…

_____

_____

_____

_____

_____

My biggest accomplishment in the last 3 months has been….

_____

_____

_____

_____

_____

My biggest challenge in the last 3 months has been….

_____

_____

_____

_____

_____

My goal for the next 6 months is….

_____

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_____

_____

_____

I can achieve this by….

_____

_____

_____

_____

**12 months into my first job…**

What I wish I could have told myself 6 months ago…

_____

_____

_____

_____

_____

My biggest accomplishment in the last 6 months has been….

_____
_____
_____
_____

_____

My biggest challenge in the last 6 months has been….

_____
_____
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_____

_____

My goal for the next 12 months is….

_____
_____
_____
_____

_____

I can achieve this by….

_____
_____
_____