

Diversifying practice learning opportunities

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FULL
POSSIBILITIES
FOR YOU

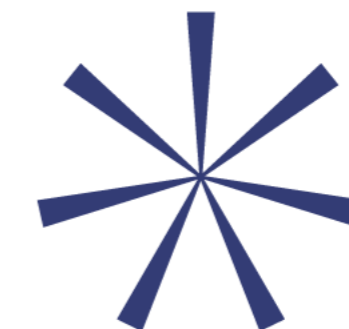


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25th – 29th | 2023 September | Sitia
<https://1stathenatf.hmu.gr>

1st **ATHENA** TECHNOLOGY FORUM



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Practice-based learning

<https://www.bda.uk.com/practice-and-education/education/pre-registration.html>

- The period(s) of study and activities undertaken by learners as a formal element of their dietetic pre-registration training whilst in the practice-based learning environment. This allows learners to apply and practise their newly acquired knowledge and skills in a safe environment.



Practice-based learning

<https://www.bda.uk.com/practice-and-education/education/pre-registration.html>

- Learners will usually be expected to undertake not less than 1000 hours of practice based learning. Practice based learning undertaken within the HEI environment may include pre-practice preparation. It is expected that HEIs will innovate in terms of practice based learning [e.g. clinical simulation, Technology Enabled Care Services (TECS) and Public Health). Please note that the use of clinical simulation in relation to PBL should not exceed 350 hours.
- At least one practice-based learning should be of sufficient length to enable continuity of learning and demonstrate consistency of performance and case load management in a clinical setting. This practice-based learning should usually be not less than 350 hours long, and undertaken on a continuous, full or part time, basis within the programme.
- Practice-based learning sites should reflect the breadth and diversity of the working environments of entry-level dietitians. This may include research, public health, industry, third sector.



Degree programme

- 36 students
- 4 years – 480 credits and 1000 hours placement
- Year 1 – basic science modules, Introduction to Dietetics module and also A placement (4 weeks)
- Year 2- Fundamentals of food and dietetics, Communication skills, Medicine and pathology
- Year 3 – Principles and practice of dietetics (include a lot of placement prep), Clinical pharmacology, Changing behaviour, B placement 12 weeks (4 +8 weeks)
- Year 4- Advanced dietetics and professional issues, Project, C placement 12 weeks (11+1 weeks)



A placement tasks and LOs

Placement learning outcome (PLO)	A placement workbook task						
	1 Health, safety and welfare	2 Communication	3 Service user pathway, team working and integrated care	4 Catering, food provision and supporting nutrition	5 Information governance and service user information	6 Dietary assessment	7 Professionalism
LO1: Applied knowledge	✓			✓	✓		
LO2: Assessment				✓	✓	✓	
LO3: Communication with individuals		✓		✓		✓	
LO4: Reflection and review		✓	✓				✓
LO5: Professionalism	✓						✓
LO6: Team working		✓	✓				✓



Expectations

- The placement is about being able to KNOW or gain knowledge through observation and experiential learning.
- All of the A placement tasks are submitted and marked
- Completion of all the 7 tasks, demonstrates that the students have met the required A placement learning outcomes.

Processes for placements B and C

- Use pebblepad as an e-portfolio
- UoN tools and paperwork
- <https://www.nottingham.ac.uk/dietetic-practice-education/index.aspx>

10 Learning Outcomes

- University placement tutor allocated (groups of 5 or 6 students)
- Individual consultation assessment tool
- Care measure
- Group education tool
- case review tool
- professionalism tool
- MDT tool
- End of week review
- Milestone form



B1 - virtual placement weeks- placement tutor supervised

4 weeks of simulated B placement:

- Monday mid June – Friday mid July (incl.)
- Full time: 9:00 am to 5:00 pm (37.5 hours per week)
- Virtual

Weeks 1 and 4

Practice with consultations and virtual clinics (formative ICAT), in patient case study task Asian study day, record keeping, professionalism session.

Weeks 2 and 3

Complimentary placement- with long arm supervision. Range of freelance, companies, charities, coaching organisations, public health – mainly in pairs.



B2 - In-practice placement weeks

- 1 cohort for the remaining 8 weeks of placement:
Main Cohort dates: Monday 15 July 2024
- University placement tutor- will be point of contact (halfway visit, usually virtual and further input as required)
- Students will a support plan entitled to 1 extra week.
- If there is absence can miss 2-3 days without needing to make up time



4 week placement B1

- UoN moodle page
- University placement tutor allocated (deliver and assess B1)

Gain familiarity with:

- Pebblepad
- ICATS – 2 formative
- Professionalism tool
- Reflection
- Feed forward form- end of week review
- Milestone form



11 week C placement

- 1 week of clinical leadership
- 11 weeks of in person placement
- Extra time available for students with a support plan
- Model of most students returning to their B placement works well
- Students need to demonstrate increased consistency and enhanced competence (especially with timeliness and prioritisation)



Common issues

- On B placement - student works through the Nutrition and Dietetic Model and Process in consultations, listens to feedback and makes steady progress, but needs lots of in person practice
- Common issues- lack of structure, clear flow to consultation, slow, lack of familiarity with biochemistry and drugs
- Miss some info from the patient
- Struggle to tailor the advice



Background to virtual communication placement

- Dietetics students need to complete 1000 hours in the UK
- Placement experiences are becoming more difficult to source and more expensive to resource
- Developments in technology have enabled us to think more broadly about how we could provide authentic and valuable practice-orientated virtual experiences to learners
- PSBRs have broadened their acceptance of these approaches to placement experience requirements.





Telehealth Virtual Placement



Welcome to your Telehealth Virtual Placement

This telehealth placement is made up of four sections, which will help prepare you for your first telehealth consultation, allow you to observe a full telehealth consultation and then reflect on your experience and how this may impact on your future practice.

Telehealth Virtual Placement Sections

Click on each section to access the section's content.

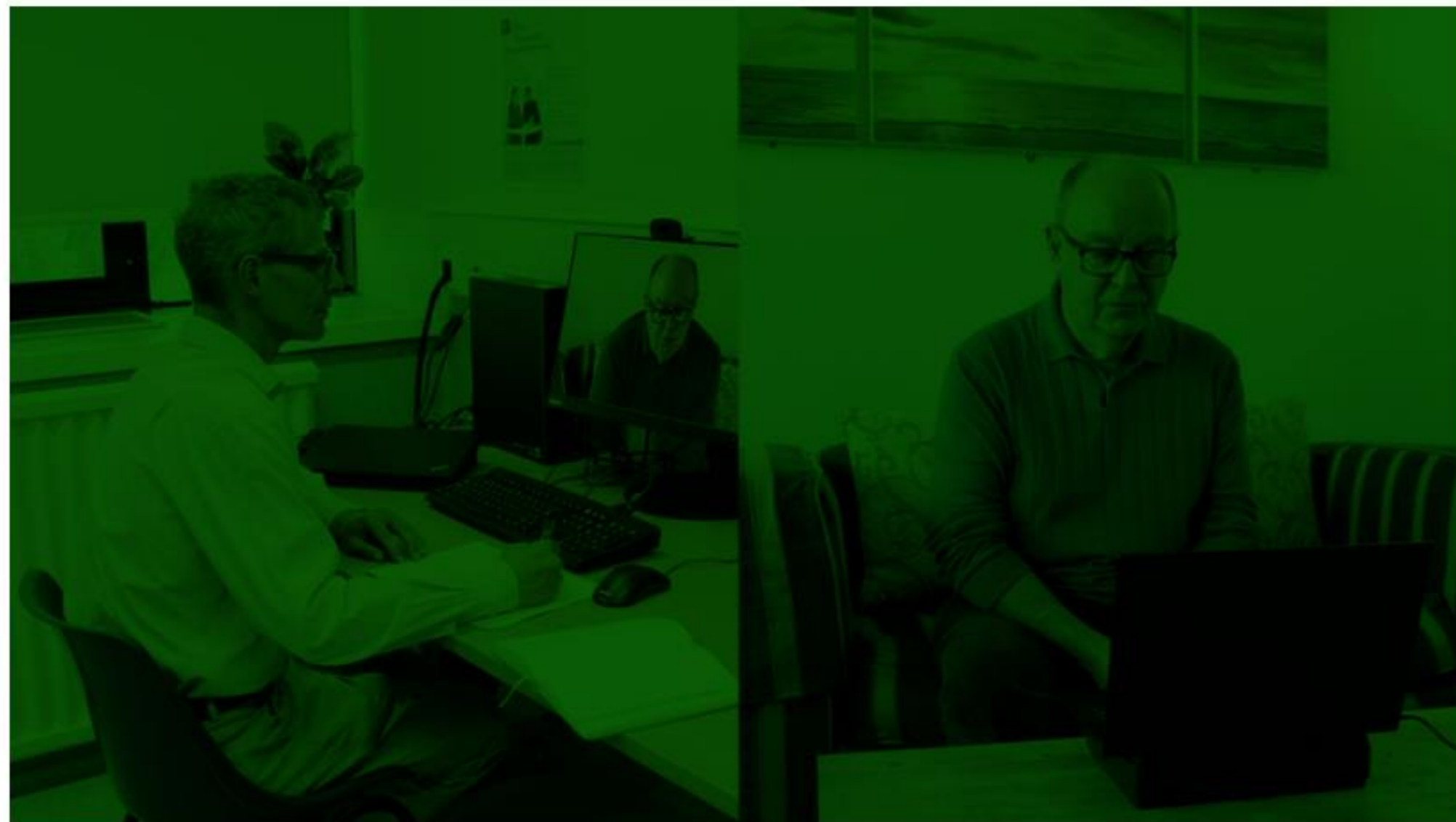




Introduction



Preparation

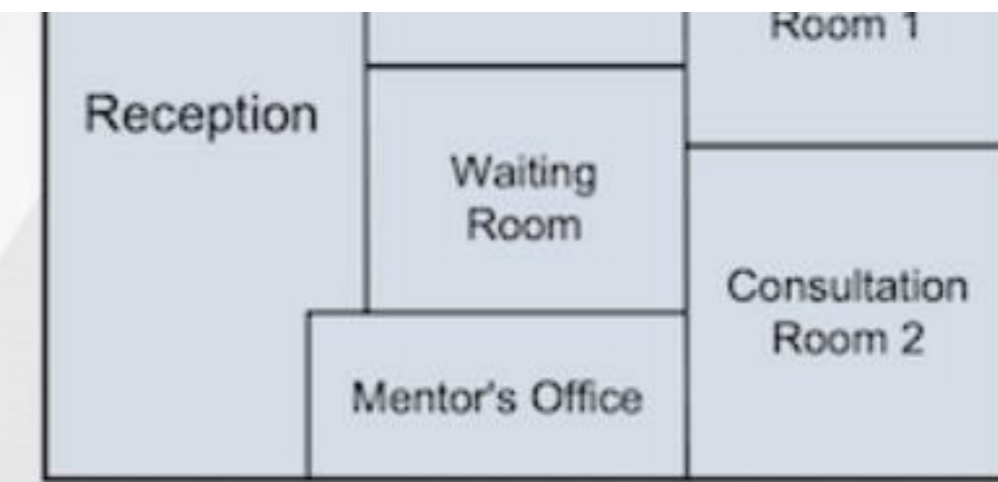


Consultation



Reflection

Consultation Room 1



Now that we've completed all the preparation work, I think you are ready to participate in a telehealth intervention.

The first person I am seeing today is a man called Mr John Radford. He is in his mid 60's and has type 2 diabetes. Whilst I get ready to call him, it might be useful for you to have a quick look at his referral card.

John Radford

18/02/1956

Contact number893

Thank-you for seeing this 65 year old gentleman who presents with decreased mobility following his diagnosis of type 2 diabetes. I'd be grateful if you would assess and work with Mr Radford to increase his activity levels.

PMH: Hypertension



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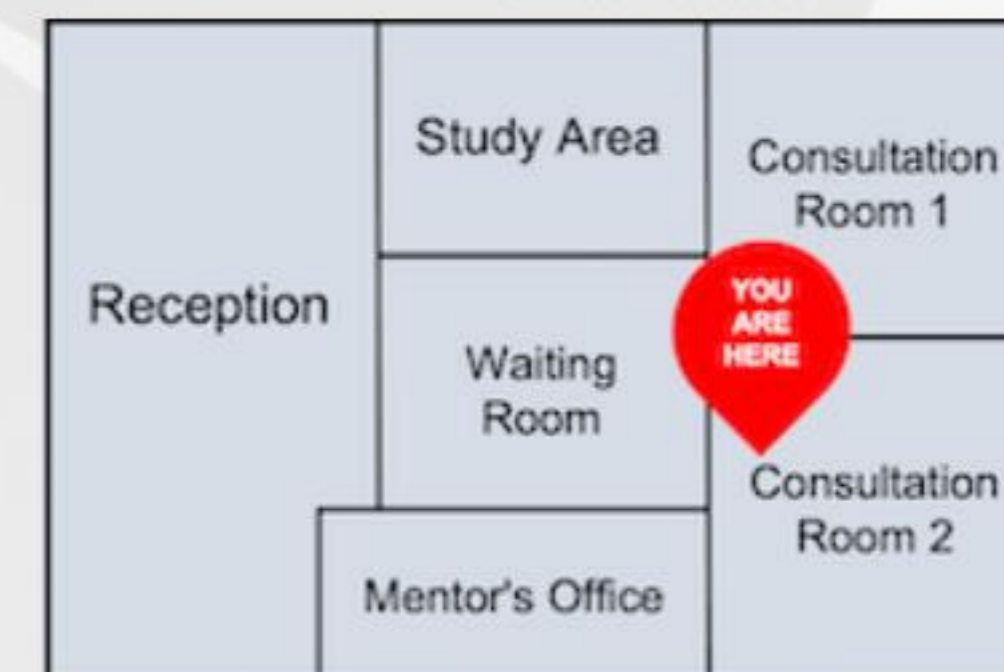


Telehealth Virtual Placement Day Three

Consultation Room 2

1. Reception 2. Consultation Room 1 3. Consultation Room 2 4. Study Area Return to your Moodle course

Consultation Room 2



During the consultation, my key goals were to show Mr Radford how he could increase his activity levels and suggest some exercises that he could safely do at home.

I suggested the following interventions:



Transcript

Transcript

Consider the following questions in relation to the telehealth consultation with Paul and Mr Radford. Navigate between each reflection using the buttons at the bottom of the resource:

1. Was the consultation managed effectively?

* Required

- a. Were there any unexpected occurrences or incidents?
- b. Was there anything you feel could be done differently or improved?

Click the download button to save a copy of your answers

 Download

Flexibility of learning hours

- The maximum simulated placement a student can do at Nottingham is 100 hours
- Need to make up some hours due to illness, or lack of other suitable capacity
- Student out of cohort- needing refresher
- Student with learning differences – struggling with confidence
- Feedback to date is very positive



Students with learning differences and disabilities

[https://www.nottingham.ac.uk/student-services/
services/details/disability-support-
services/disability-support-services.aspx](https://www.nottingham.ac.uk/student-services/services/details/disability-support-services/disability-support-services.aspx)

“to support the university community in creating an inclusive and equitable teaching and learning environment”



Thank you for listening



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