

Scottish Cluster Dietetic Placements

www.rgu.ac.uk/dietetic-placements-scotland



Dietetic Practice Education Update

*Sharing developments and best practice with
those involved in Scottish dietetic education*



Seasons Greetings! We've made lots of progress in 2015 and our hard work should pay off in 2016! This issue gives an update on where we have reached with the placement review and some of the plans for implementation in the coming year.

Wishing you all a very Merry Christmas!

Website Update

You may have noticed over the last few months that some changes have occurred to the webpages, which will hopefully make this more user friendly. Some of the documents and links that were out of date have been removed whilst others have been moved so that they are in a more obvious place.

In addition, you may have spotted that the web address has changed to www.rgu.ac.uk/dietetic-placements-scotland

This new link fully reflects that the dietetic placements occur in the whole of Scotland and also the last link was hard to remember – on writing this, perhaps we should have awarded a prize for the first person to send an email remembering the old web link!

Previously, documentation relating to placements assessments were situated under the link for 'Placement Providers' and therefore not readily found. However, now we have created a single section dedicated to Placement Portfolios, and you can access this by the menu bar on the left hand column. At the present time, the new Placement A portfolio is accessible here, but over the new couple of months we will be adding more resources, including the new Placement B and C portfolios.

We do hope that these changes make the website an improved resources for you all and, as always, we welcome any suggestions to improve this site; please do get in touch with your ideas.

2016 Placement Cycle

At the end of October 2015, Lead Placement Educators received details of the students that will be coming to you during the next placement cycle (2016).

You will be pleased to hear that we have been successful in securing placements for all students so thank you once again for everyone's continued commitment.

Total placement allocated for 2016 are as follows:

Placement A – 76 (152 weeks)

Placement B – 70 (840 weeks)

Placement C – 72 (864 weeks)

You will note that this is a reduction on the initial projected figures and is due to changes in student circumstances (e.g. deferral, suspension of studies). Please note that, as per previous years, spare capacity is 'held' and will be utilised in exceptional circumstances or for repeat placements. Where possible we have attempted to be equitable in the distribution of these 'held' placements. We aim to release 'held' placements back to placement providers no later than 1 month before the start date should it not be required.

National Association of Educators in Practice

NAEP will be holding the conference "*Identity and practice: Responses to future needs*" on 15th April 2016 at Coventry University Technocentre.

The call for papers and posters can be found at:

<http://www.naep-uk.org/events>



Dates for your Diary

2nd February 2016 Practice Educator Training - Introduction (Kings Cross Hospital, Tayside). Booking available at: HealthCPD@rgu.ac.uk

2nd February 2016 Practice Educator Training - Update (Kings Cross Hospital, Tayside). Booking available at: HealthCPD@rgu.ac.uk

15th February 2016 Online Facilitating Practice Based Learning (QMU). 6 or 12 week course. Booking available at: DPPRAAdmin@qmu.ac.uk

16th May 2016 Practice Educator Training - Introduction (Robert Gordon University – with Video conferencing). Booking available at: HealthCPD@rgu.ac.uk

16th May 2016 Practice Educator Training - Update (Robert Gordon University – with Video conferencing). Booking available at: HealthCPD@rgu.ac.uk

Placement Review: The Journey

“Are we there yet?” Do you remember asking that as a child, most likely just 10 minutes after you got into the car? Well, it’s been quite a journey that we have been on reviewing and revising the dietetic placement learning outcomes, tools and resources for use in Scotland. We promise... we are *nearly* there!

We started back in 2010 with 87% of the Scottish Dietetic Profession agreeing that national assessment tools should be developed, followed by a meeting with Placement Providers in Perth in 2011 where the key message was a desire for a more standardised placement experience for students. Since this time we have been actively working towards meeting the BDA Curriculum expectation that *“the HEI will ensure consistency of documentation and assessment tools for the group of placement providers with whom their students are placed”*.

Groups of dietitians have been working closely with the University Operational Group since March 2014 to explore the placement learning outcomes, tasks and activities to ensure that they are fit for the dietetic profession of the future, and to develop simpler but more robust assessment tools to measure student performance. In October 2015, a launch event was held at Glasgow Caledonian University to share with Practice Educators what has been achieved and to identify what more needs to be done. You can read more about the launch event in the article in this newsletter.

However, the journey isn’t over yet... we’ve just reached a bend in the road. As we turn the corner into 2016, the University Operational Group will be submitting their major change request to HCPC for approval of the new placement plans. We still have some work to complete in developing a comprehensive set of facilitators notes, so we are really keen to hear from any Practice Educators who are happy to develop notes to support colleagues in facilitating a task within other Health Boards. Implementation of the revised placement model will commence in the timescales as seen below, and we’ve even timetabled an opportunity to reflect on the changes and determine if further modifications are required. We will be letting you know soon as to how we will be collecting your thoughts and recommendations on the revised placement model.

Did you know...?

The Health and Care Professions council are currently consulting on revised Guidance on conduct and ethics for students. To read more and contribute to the consultation, please visit:

<http://www.hcpc-uk.org/aboutus/consultations>

Placement Review Launch Event

Summary and Evaluation of the day



The launch was held on 28th October at GCU and it was a pleasure to see so many dietitians from across Scotland make their way through the very dreary weather. We had 50 participants attending from 13 Health Board areas as well as representation from NES.

The morning session comprised of presentations from HEI speakers as well as practice educators followed by afternoon workshops. Susan Lennie at RGU, who is leading up the review of learning outcomes, started off the day with a presentation titled "Where are we now?" which looked at the drivers for change, summarising the new learning outcomes and finishing with a note to participants that the work is not yet finished – this will be implemented from January next year and from this we will evaluate and make amendments to the workbooks as appropriate. There was also a brief presentation summarising the consultation process (involving consultation with students, PEs as well as Carer groups). Other presentations included an overview of the B and C portfolio structures and content and practice educators gave their perspectives of the review from practice.

The afternoon session comprised of a facilitated workshop format where participants were put into groups and discussed various key themes such as how do the activities fit into existing programmes? Is there anything new that is not currently in your programme? Is there anything that is currently included within your programme that is not covered by a learning outcome? What constitutes a consolidation caseload? One group who deliver Placement A only, opted to form a group looking at the placement A workbook.

From the evaluations of the day participants found the topics either very useful or somewhat useful. The workshops were found to be particularly useful and a vital part of the afternoon. Typical comments were that they gave the opportunity to discuss the positives, share information and voice concerns, discuss implementation, and support fellow practice educators. Participants also found it reassuring to discuss shared anxieties and also to hear how other HBs work with student training.

Additional comments were that it was an excellent, well-planned and structured day that was very informative. It was appreciated that the day gave the participants a valuable opportunity to network and share student training and one participant commented that they were "*feeling inspired and looking forward to the challenges ahead!*". Other comments were that evaluation of the review of learning outcomes needs to be on-going to ensure that practice educators are skilled to deliver quality student training.

All in all the success of the day, as evidenced by the comments above, was in no small measure due to the enthusiasm and commitment from the participants on the day. Thank you to everyone who took part and helped make it the great success it was.

Please note that a copy of the presentation slides will be available from the Scottish Dietetic Placements website at www.rgu.ac.uk/dietetic-placements-scotland.

Identifying Learning Needs

Susan Shandley, Programme Lead, AHP Practice Education Programme
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With the launch and implementation of the new Scottish Dietetic Placement learning outcomes and national assessment tools, it seems an appropriate time to revisit and identify what your future learning needs are.

As student placement co-ordinators and practice educators, it is important you continue to feel confident to support students as they work through the range of activities and assessments in order to demonstrate evidence of successful achievement of learning outcomes whilst continuing to provide a safe and high quality learning environment.

As you become familiar with the new documentation, as a department/team/board it may be helpful at this point to also identify any additional training needs required as a practice educator, to enable this support to be provided prior to implementation.

Initial discussions at the national launch and subsequent local meetings identified that some of the common key areas for additional training were: quality improvement, service user involvement and use of the care measure, asset mapping and health needs assessments. However your local assessment may find other training needs emerging.

Where can you access support?

HEIs continue to provide practice educator training and you can find upcoming dates in the 'Dates for your Diary' column. The HEIs will also be offering support in delivering local training within Health Boards regarding implementing the new placement model. However, there are a number of other resources.

NHS Education for Scotland (NES) is a national special health board, which provides education, training and development for staff working in and with NHSScotland. Useful NES resources include:

The post registration framework for nurses, midwives and AHPs

(www.careerframework.nes.scot.nhs.uk) provides support and direction for relevant educational resources at all levels of The Career Framework for Health and across all four pillars of practice (clinical, facilitating learning, leadership and evidence research and development).

Continued overleaf

The Effective Practitioner (see table on page 7 for link) also provides support and direction to work based learning opportunities, across the four pillars of practice including bite sized learning activities and useful information.

The AHP Practice Education Programme

The objectives of this programme are to:

- Increase capacity of work based learning
- Increasing capability of good quality work based learning
- Supporting a high quality learning environment

As part of this programme we support you locally within each board area with AHP Practice Education Lead (PEL) posts. Their role includes:

- supporting you to reflect and plan your learning and development needs
- accessing and using NES educational resources
- accessing and providing educational opportunities to meet your learning needs

To find out, or contact, your local PEL to ask for guidance and further information on support available please go to: <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professions/supporting-learning-in-the-workplace/practice-education-lead-contacts.aspx>.

In addition the table on page 7 contains helpful information that has been collated by Sara Smith to sign post available resources that address specific identified areas. This can be further developed once more areas begin to identify their training needs.

Implementation Timescales

The University Operational Group has given careful thought to the implementation of the revised placement model, keeping in mind the timings of student cohorts accessing each placement type. The first year of implementation is being treated as a pilot, with the intention to carefully monitor the student and placement provider experience and identify any required revisions. The table below outlines the timescale for implementation and reflection/revisions.

| Placement | 'Pilot' cohorts | Reflect and revise |
|-----------|------------------------------|----------------------------|
| A | January & Summer 2016 | September 2016 |
| B | April, July & September 2016 | November 2016 - April 2017 |
| C | July & October 2016 | April - July 2017 |

Please remember that students accessing B and C placements in 2016 will not have undertaken the new Placement A tasks and activities.

| Identified area | CPD/Training resources for staff |
|---|---|
| Asset mapping | <p>There is a plethora of information out there, but these links are a good starting point (note that the Placement B activity is about gaining knowledge of the processes in an applied manner - not to be experts):</p> <ul style="list-style-type: none"> • http://www.gcph.co.uk/assets/0000/3433/GCPHCS10forweb_1_.pdf • http://www.scdc.org.uk/what/assets-scotland/newsandresources/ • http://pphw.alliance-scotland.org.uk/co-production/asset-mapping/ • http://www.preston.gov.uk/yourservices/neighbourhoods-and-community/voluntary-and-community-grants/community-mapping-toolkit/ (this includes reference to table top mapping- the type of mapping utilised in the placement B activity) • http://pphw.alliance-scotland.org.uk/resource/using-aliss-and-asset-mapping-to-discover-collect-and-share-information/ (The use of ALISS is suggested as a source of information within the Placement B activity) |
| Quality Improvement | <p>NHS Scotland, Quality Improvement Hub has e-learning resources that the Scottish Government envisions that all AHPs will use. Many of the Foundation level resources are incorporated into the A & B placement activities and are aimed at gaining an applied knowledge of why it's important and the processes used).</p> <ul style="list-style-type: none"> • http://www.qihub.scot.nhs.uk/education-and-learning.aspx |
| Health Needs Assessment (The Placement C activity includes a checklist taken from NHS Lothian rapid impact assessment document (now referred to as integrated impact assessment)) | <p>There is a plethora of information out there, but the following are a good starting point. Note: the Placement C activity is to gain knowledge of the processes in an applied manner - not to be experts.</p> <p>Health needs assessment - practical guide:</p> <ul style="list-style-type: none"> • https://www.k4health.org/sites/default/files/migrated_toolkit_files/Health_Needs_Assessment_A_Practical_Guide.pdf <p>Impact assessment- NHS Lothian resources (although other Boards may have similar):</p> <ul style="list-style-type: none"> • http://www.nhsllothian.scot.nhs.uk/YourRights/EqualityDiversity/ImpactAssessment/Pages/default.aspx • http://www.nhsllothian.scot.nhs.uk/YourRights/EqualityDiversity/ImpactAssessment/Documents/IntegratedImpactAssessmentGuidance.pdf |
| CARE measure | <p>There are multiple sources of information on 'Patient reported experience measures' (PREMs), but this pdf is a useful, succinct overview:</p> <ul style="list-style-type: none"> • http://www.monmouthpartners.com/assets/pdf/A%20Guide%20to%20Patient%20Reported%20Measures.pdf <p>CARE measure - this is the website that provides the background and associated resources for this particular PREM:</p> <ul style="list-style-type: none"> • http://www.caremeasure.org/ |
| How to give feedback | <p>NES Effective Practitioner website - Facilitation of Learning pages:</p> <ul style="list-style-type: none"> • http://www.effectivepractitioner.nes.scot.nhs.uk/learning-and-development/facilitation-of-learning.aspx <p>It has several resources applicable to student training and includes a link to the following e-learning module provided by the London Deanery:</p> <ul style="list-style-type: none"> • http://www.faculty.londondeanery.ac.uk/e-learning/feedback |

| Identified area | CPD/Training resources for staff (continued) |
|--|---|
| Nutrition & Dietetic Care Process | <p>The BDA guidance document on the Process is available via the BDA website, but you may also find this free BDA e-learning resource 'Model and Process for Nutrition and Dietetic Practice' useful:</p> <ul style="list-style-type: none"> • http://www.bdacpd.co.uk |

DIET-COMMS training package: Supporting dietitians to enhance their communication skills

Good communication skills are essential in dietetic practice and a new open access training package is now available at the University of Nottingham (http://www.nottingham.ac.uk/toolkits/play_13244) to support the development of these skills. This training package has been developed based on a unique, validated tool, DIET-COMMS. DIET-COMMS was created for the assessment of communication skills for behaviour change within dietetic one-to-one consultations and underwent a comprehensive validation programme (Whitehead *et al.*, 2014). This training package can be used for both student training and as a CPD activity for qualified staff either by peer assessment or self-assessment.

So what does this training package include?

This comprehensive and extensively referenced training package includes many freely downloadable resources including guidance sheets on how to setup peer observation programmes, assessing students, self-assessment and how to give constructive feedback. There are feedback sheets on each of the items on the DIET-COMMS tool which can help direct skill development. A grant from the British Dietetic Association General Education Trust enabled the creation of videos of consultations in an outpatient setting. There are three versions of the same consultation; bad, reasonable and good. You can see the views of the Dietitian, the actor playing the patient and a real service user on the impact of communication skills in the consultations. You can download the DIET-COMMS tool and practise assessing the videos and then look at the expert view to improve your understanding. More videos including inpatient and home visit settings are on the way!

An advisory group including students, a practising dietitian, a service user and academic staff has reviewed all of the materials and helped direct the work to create a package that is useful for students and dietitians. A feedback survey on the webpage will direct future developments so please do have your say!

For further information please access the package or contact Dr Kirsten Whitehead:

Kirsten.whitehead@nottingham.ac.uk

Reference

Whitehead K.A., Langley-Evans S.C., Tischler V.A. & Swift J.A. (2014) Assessing communication skills in dietetic consultations: the development of the reliable and valid DIET-COMMS tool. *J Hum Nutr Diet.* doi:10.1111/jhn.12136

University Operational Group: Who are we?

Many of you will be familiar with some of the dietetic staff at the Universities. Below you will find out about who sits on the University Operational Group and what roles we undertake within this committee.



Heather Donald is a lecturer at Robert Gordon University. She is responsible for the website and keeping it up-to-date.



Jacklyn Jones is the Postgraduate Programme Leader at Queen Margaret University. She takes the lead role for Approval and Monitoring of placements.



Emma Kinrade is the Postgraduate Programme Organiser and lecturer at Glasgow Caledonian University.



Pamela Knox is the Scottish Dietetic Placements Allocation Officer, based at Queen Margaret University.



Susan Lennie is the Programme Leader at Robert Gordon University. She has been leading on the review of placement learning outcomes and resources.



Myra Mackenzie is a lecturer at Robert Gordon University. She takes the lead for monitoring student placement evaluations.



Christine Monaghan is the Clinical Placement tutor at Glasgow Caledonian University. She is the current Lead for the Operational Group.



Sara Smith is the Undergraduate Programme Leader at Queen Margaret University. She liaises with the allocation officer and links with the BDA on issues such as the Curriculum.

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