

Practice Based Learning

In Mental Health,
Learning Disabilities and
Eating Disorders

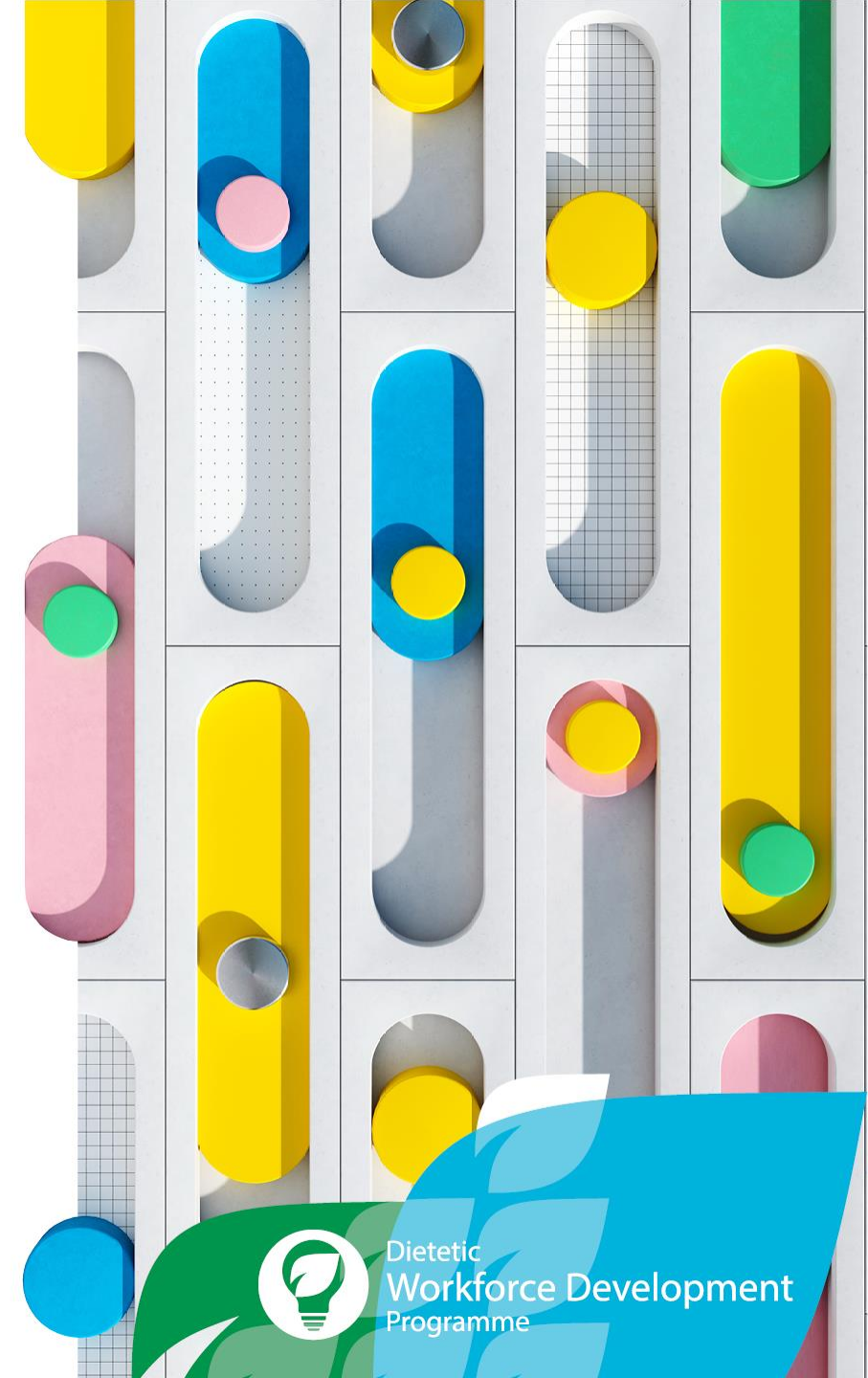
Part 2: Mental Health Dietetic Workforce
Development Series



Practice Based Learning

Why this topic?

- Value of the Dietetic workforce within mental health in meeting national policy such as Five Year Forward View for Mental Health (2016).
- 60.7% survey respondents unable to access sufficient MH learning at pre-registration level
- Only 25% felt there was a good understanding of the dietetic role within MH at Pre-registration level
- Need for increasing PBL in MH
- Guidance on the practicalities



Practice Based Learning Session Agenda



Practice Based Learning: An Overview



Practice Based Learning: The University, Organisation and Student perspectives



Considering the options: How can I offer practice based learning in a mental health, learning disability or eating disorder setting?



Dietetic
Workforce Development
Programme



The Association
of UK Dietitians

The changing face of AHP practice based learning

Jill Kent, Interim Head of Department Allied
Health Professions
Teesside University



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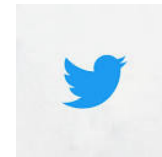


The changing face of AHP practice based learning

Jill Kent

Interim Head of Department Allied Health Professions

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School of Health & Life Sciences

tees.ac.uk/health&lifesciences

Change is the watchword of progression

Ella Wheeler Wilcox

Drivers for Change

- HEE / NHS England
- HCPC
- Professional Bodies
- HEI's

Stakeholders

- Students
- Researchers
- Educators
- Clinicians
- Partners
- Patients

318,187
AHPs



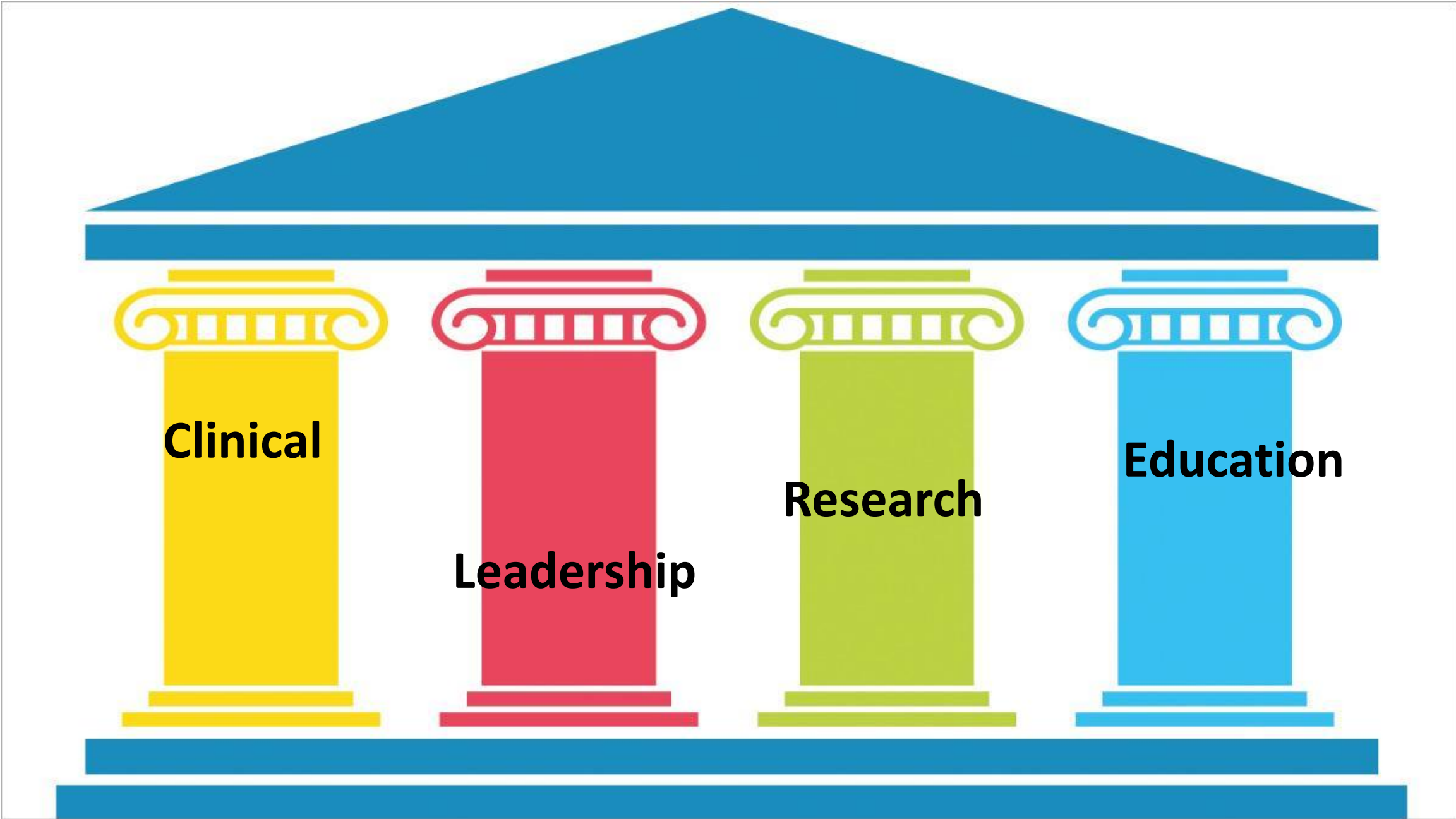
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Dietitians

Why should practice based learning at the top of everyone's to do list ?

Workforce



Placements



Clinical

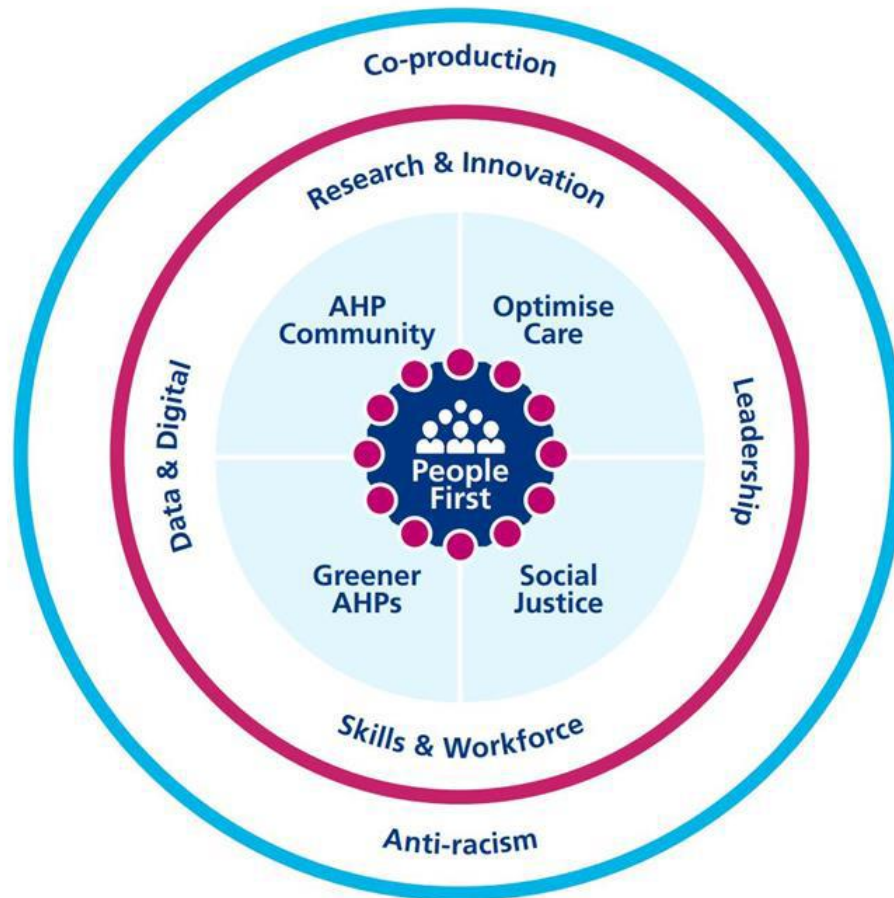
Leadership

Research

Education

AHPs Deliver

<https://www.england.nhs.uk/publication/the-allied-health-professions-ahps-strategy-for-england/>



- Skills & Workforce
- Co-production
- Leadership
- Research & Innovation

Principles of Practice Based Learning



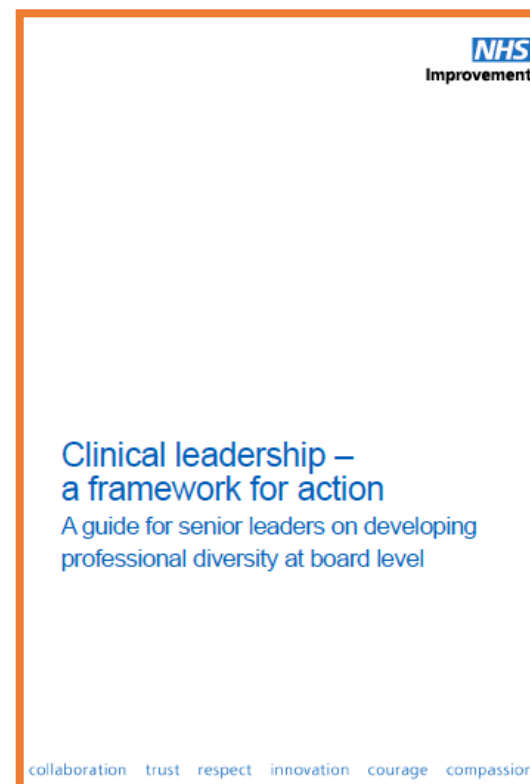
- <https://www.csp.org.uk/publications/principles-practice-based-learning>

Co-production



- University – HCPC / Professional Body
- Learner
- Practice
- <https://www.england.nhs.uk/all-ways-events/co-production/>

AHP Leadership



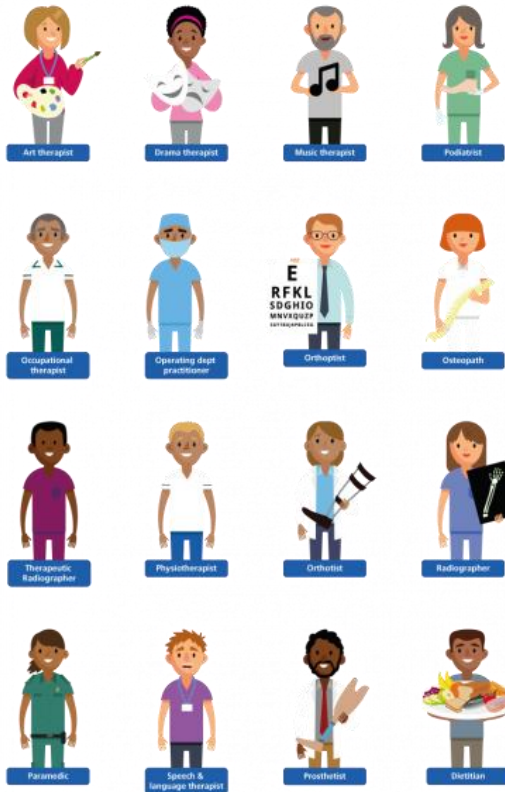
<https://ebm.bmj.com/content/24/3/103>

Dr Janice St. John-Matthews

@jstjohnmatthews

Head of AHPs [@NHSEngland](#)

AHP Research and Innovation



**“Our research
& innovation
makes a
difference.”**

- Capacity
- Capability
- Context
- Culture
- <https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/allied-health-professions%E2%80%99-research-innovation-strategy-england>

AHP Research Placements

Promoting EBP

- Students completing service evaluations/QI projects
- Clinical teams are leading on projects
- Clinicians are providing support and are being upskilled in the process
- Training is available

Supporting capacity

- Students lead on projects for clinical teams
- Opportunities for peer placements and group work
- Hybrid placements

Creating future clinical academic leaders

- Increased awareness and engagement
- 'Have enjoyed the research process, more than I thought I might - maybe there's more of a researcher in me than I thought'
- 'I didn't realise how important research is'
- 'I'm excited to get started with my dissertation now'

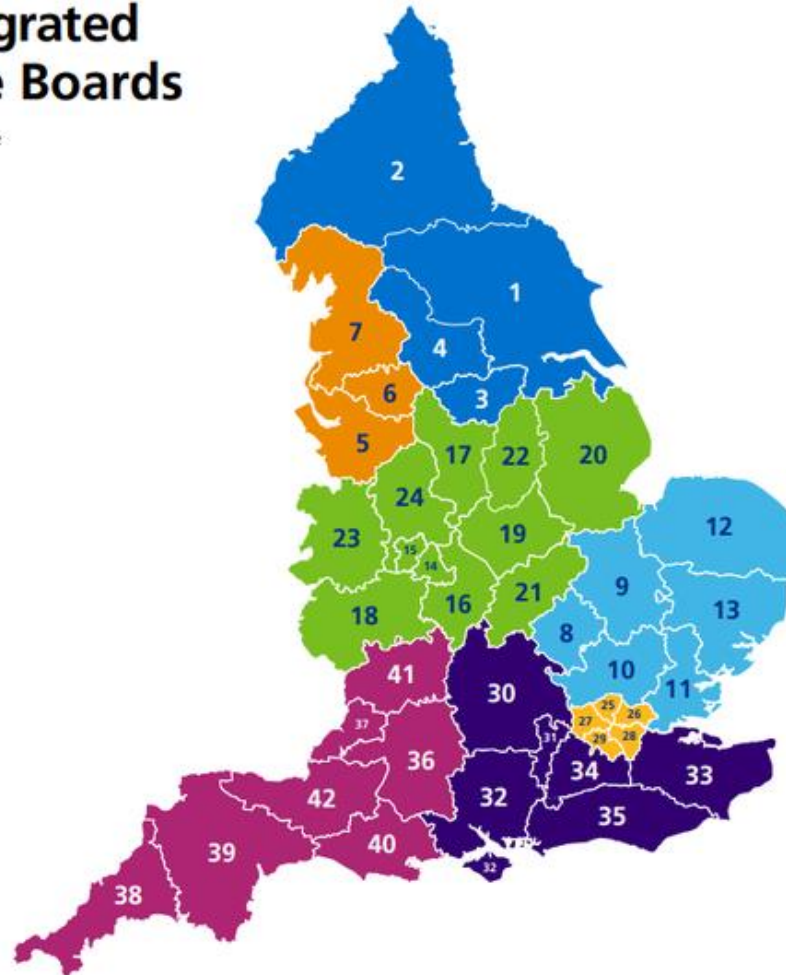
Barriers



Integrated Care Boards – AHP Council & Faculty

Integrated Care Boards

From 1 July 2022:



Change is the watchword of progression





STRIVE FOR
PROGRESS NOT
PERFECTION

Resources

- [Allied Health Professions' Research and Innovation Strategy for England](#)
- [Allied Health Professions \(AHPs\) Deliver: Implementation framework](#)
- [Health and Care Professions Council](#)
- [Research Placements](#) A webinar by @AHPpracticeCoP
- <https://www.hee.nhs.uk/our-work/allied-health-professions/helping-ensure-essential-supply-ahps/placement-expansion-innovation/resources>

Practice Based Learning: The University Perspective

Steph Sloan, Teesside University



Practice based learning in MH: HEI perspective

Steph Sloan

Senior Lecturer (Dietetics)

Clinical Specialist Eating Disorders Dietitian

 @Steph_RD_

School of **Health & Life Sciences**

tees.ac.uk/health&lifesciences

BDA pre-registration curriculum

Practice based learning should reflect the breadth of knowledge, skills, values and behaviours defined in the *curriculum*. It is expected that periods of practice-based learning will be integrated with periods of academic education so that the learners are able to adequately reflect upon and learn from each element, and that progression through the academic and practical components of the course can be demonstrated.

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. Practice based learning should be integrated with academic learning and should include practice-based learning in the workplace.

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.

BDA pre-registration curriculum

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

Other professionals or support workers with the necessary training can provide evidence of competence relating to a non-specialist competence as can *dietitians* with less responsibility within services. However, the final assessment should be undertaken by a dietitian in a leadership role within the organisation such as a professional lead or head of service. Different models of supervision, and approaches such as peer assisted learning, are acceptable.

PBL @ TU Dietetics

- 6 NHS trusts
 - 2x large mental health foundation trusts
- Public health
- Third sector
- Leadership
- Research
- Social care



PBL in MH

Benefits to MH workforce

- Upskill future workforce
- Increase role awareness
- Grow MH workforce
- Establish links with HEI's

Benefits to dietetic learners

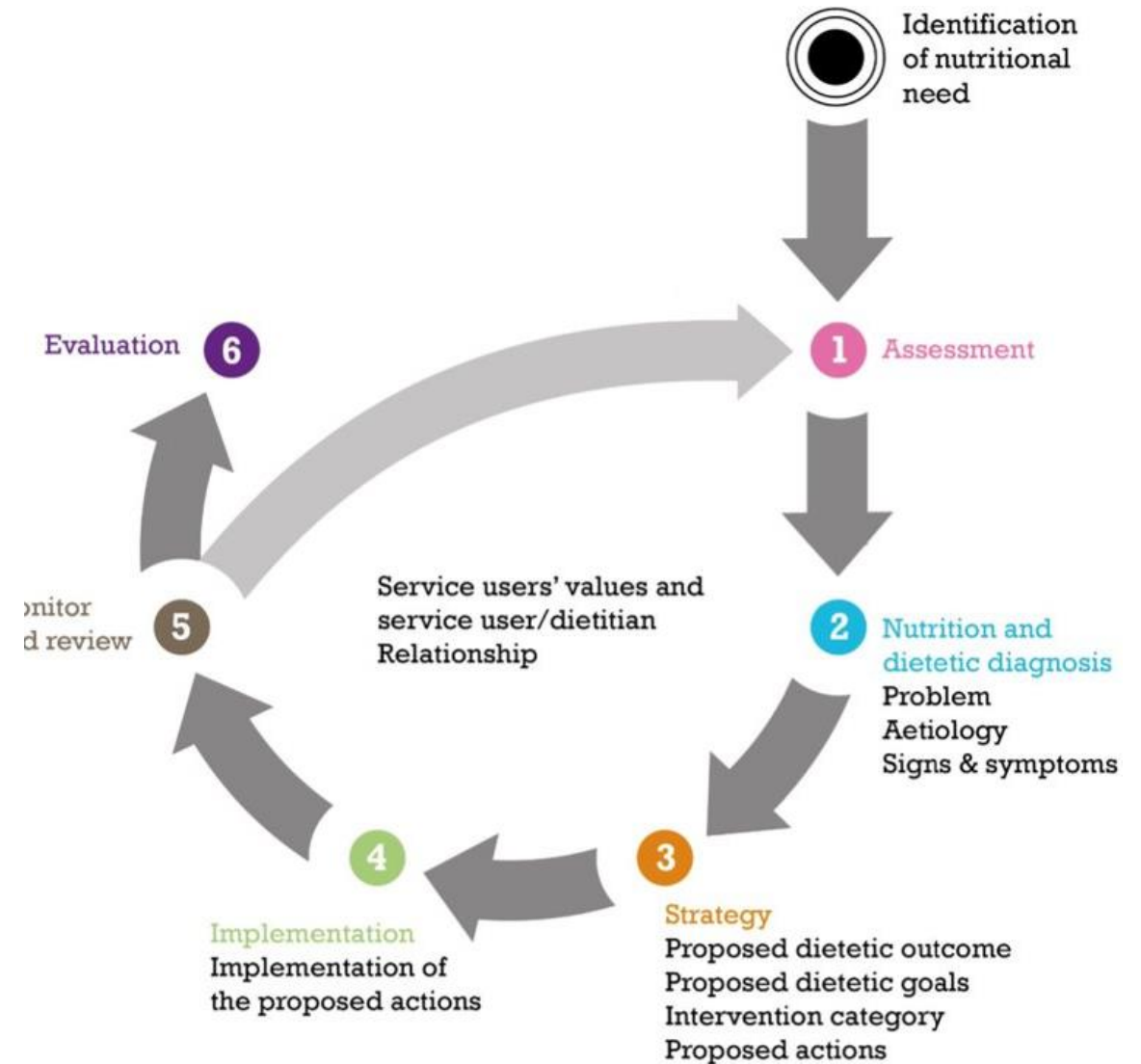
- Wide range of clinical conditions
- Continuity with patients
- Interprofessional learning
- Develop advanced communication skills

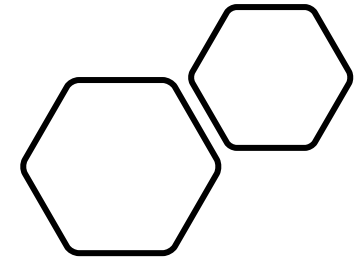
Benefits to HEI's

- Expand breadth and diversity of PBL
- Embed MH learning
- Establish links with trusts
- Build capacity

What do we look for in a PBL provider?

- Quality assurance
- Supportive & inclusive learning environment
- 'On site educator'
- Able to meet PBL competencies
- Partnership approach
- Commitment & preparation





We have so much
to gain from
collaboration
– go, go, go!

Practice Based Learning: The Organisation Perspective

Ellie Paterson, Leeds and York Partnership
Foundation Trust



Student placements in a mental health setting

Ellie Paterson

Clinical Lead Dietitian and Student Lead

Leeds and York Partnership Trust



Background

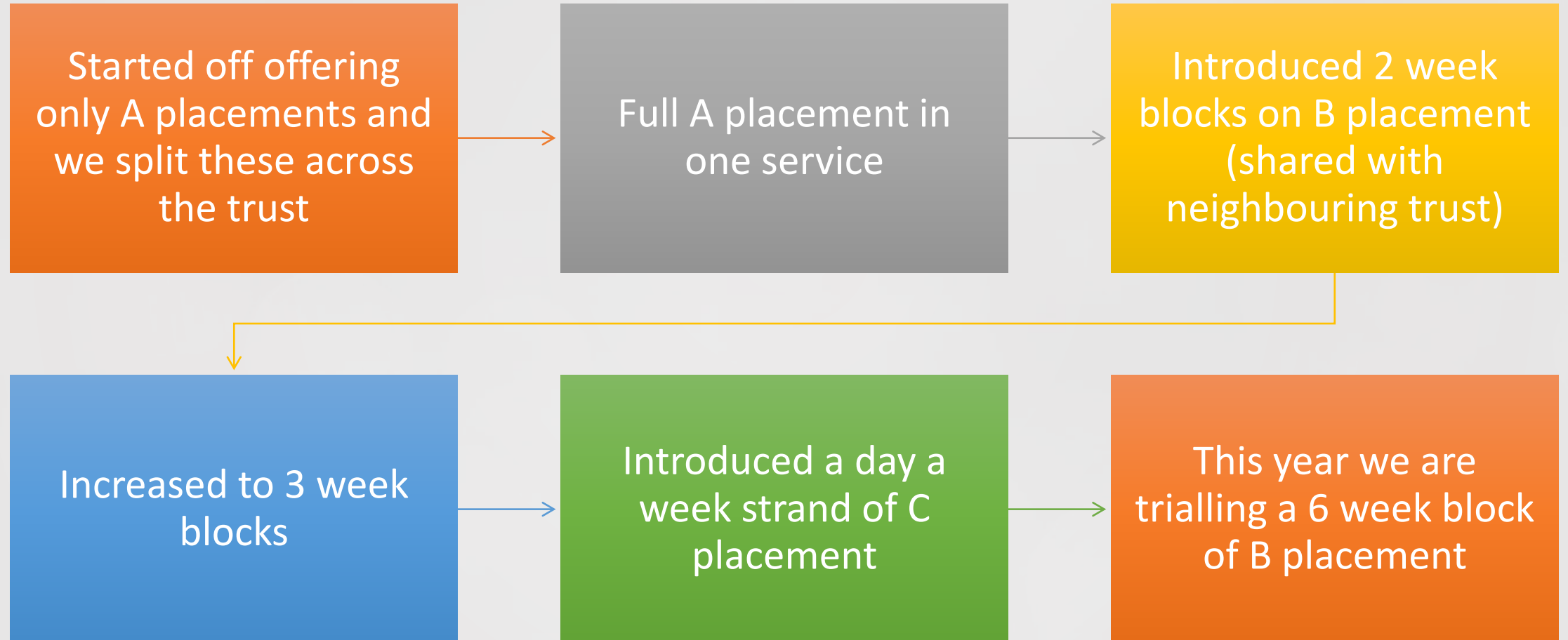
Mental Health Dietetics:

- Small departments or no departments
- Autonomous roles
- Lone working

Solutions?

- Shared options
- Make links with neighbouring trusts

In LYPFT:





In one year:

- Started off offering 6 A placements a year
- In 2023 we have offered placement contact to 42 dietetic students + offering teaching opportunities and projects
- Grown by 600%!
- The knowledge that our future workforce will come out with around Mental Health Dietetics is invaluable




Pros and Cons

	Strands	Blocks	Shared placements
Pros	can see progression over the weeks, The same placement routine throughout	able to 'embed' more into the service, shared experience with neighbouring trust	shared experience of student, Understanding of roles Working relationships
Cons	'bitty' placement weeks, Struggle to embed, Difficult to gather evidence	can feel like a 'holiday', placement can feel inconsistent	Different IT systems/requirements Different supervisors Different expectations




Next steps

- Our team is growing!
- Offer more placement opportunities
- Full placements
- Continue to work closely with our physical health trusts



Other ways to input to student training

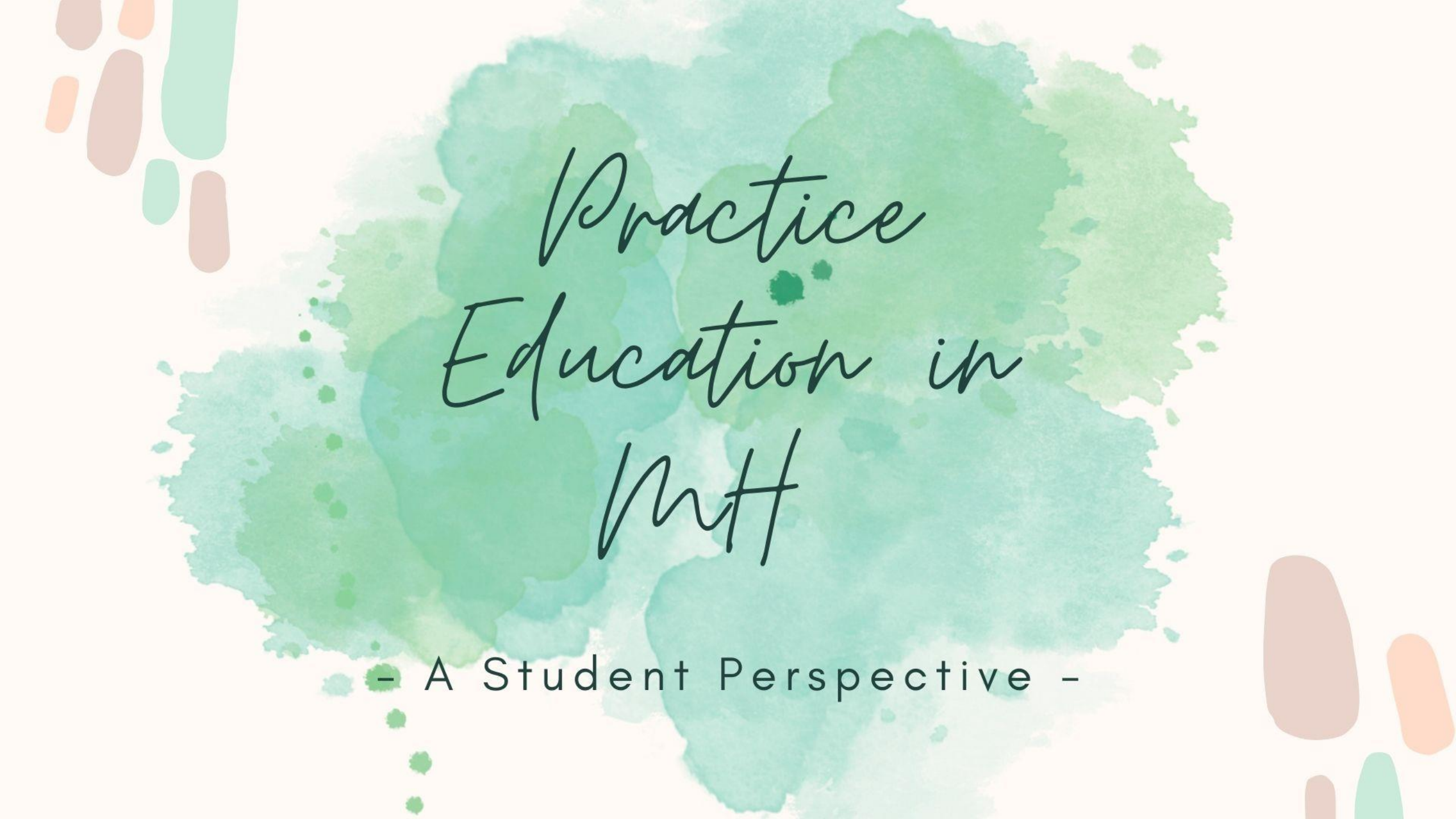
- Dissertations
- Projects
- Offer bank opportunities – Dietetic assistants/dietetic associate practitioners
- In reach teaching offers



Thank you for
listening

Practice Based Learning: The Student Perspective

Freyja Milward, Plymouth University student



Practice Education in Mtt

- A Student Perspective -

About Me



Freyja Milward

- Student Dietitian
- Plymouth University
- MDiet

My Placement

**SEVERN & WYE
RECOVERY COLLEGE**

1. Introduction to recovery course
2. Co-production
3. Eating well for Recovery Course
4. Application



Recovery Course

"INTRODUCTION TO RECOVERY' COURSE

- I was enrolled as a student.
- Every Tuesday
- CHIME framework
- Peer support worker

CONNECTIONS

HOPE

IDENTITY

MEANING

EMPOWERMENT

REFLECTIONS



Co-production

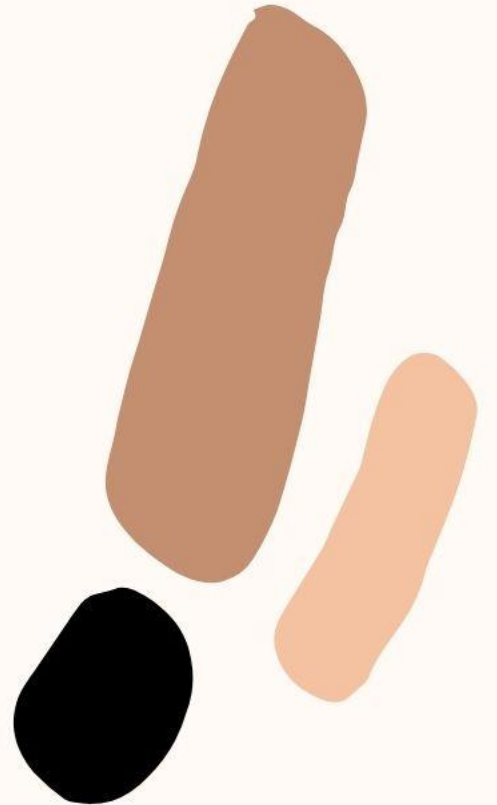
- Service users + service providers working together
- I was in a Co-production meeting for the 'Eating Well for Recovery' Course and an AHP roadshow!
- Experts by experience!!

A large, light orange circular graphic with a white outline, partially overlapping the title text.

Eating Well For Recovery Course

PROJECT APPROACH

- Co-production meeting
- Easy read fact sheet
- Filming - different ways of showing information to increase accessibility.



Application

IN MY CURRENT PRACTICE

- I apply skills learnt at recovery college to patients I see on the wards, as well as patients who are in specifically for mental health.
- Awareness in making fact sheets for patients, Easy Read.





*Thank
you*

Practice Based Learning: Considering the Options

Caroline Frascina, West Yorkshire AHP Faculty

Practice Based Learning

Considering the Options: Reflective questions



Do you currently offer Dietetic placements?



What are the barriers?



Are there particular projects or ideas you want to develop which you have not had capacity to do? Could students support these projects?

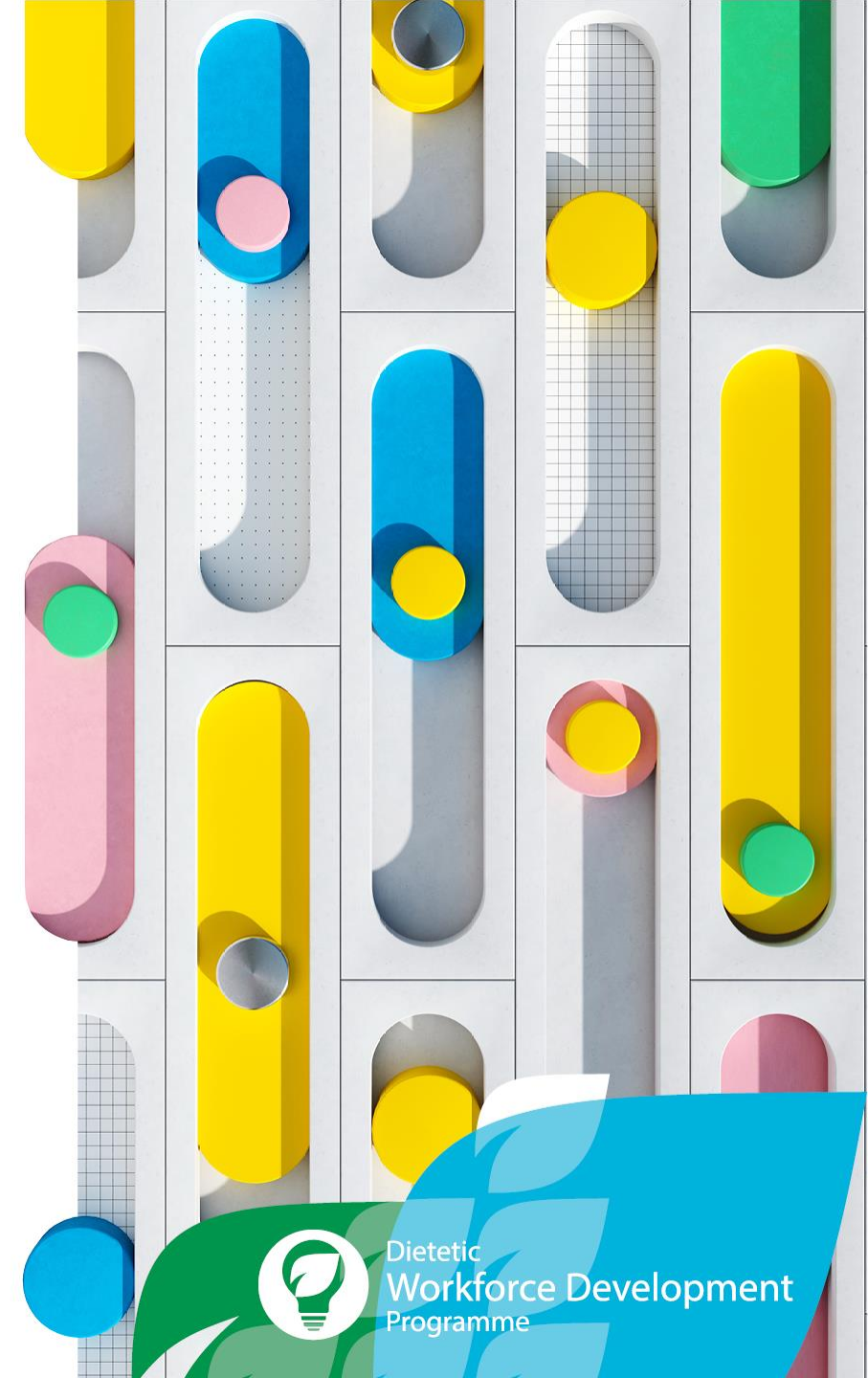


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Tips for Embracing New Placements

Tips for Universities

- Make connections with local MH/LD/ED service providers
- Consider non-NHS settings such as local authority, schools, special education providers, care homes and hospices
- Consider alternative and innovative placement models such as project and leadership placements
- Consider developing short case studies for students to reassure them of the benefits and learning opportunities

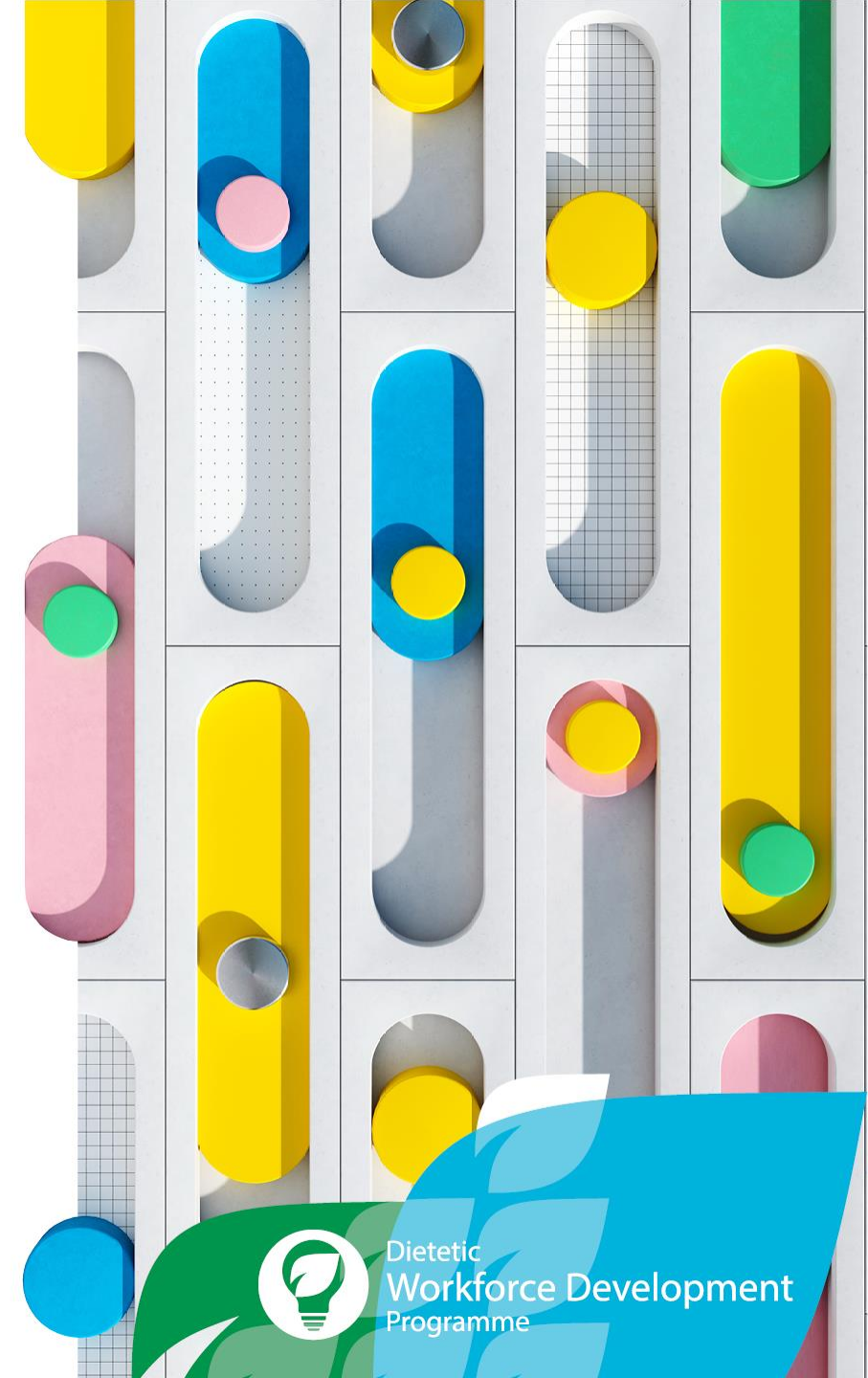


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Tips for Embracing New Placements

Tips for Placement Providers

- Make connections with your local university
 - Placements
 - Guest lecturer session on MH/LD/ED
- Consider what could be offered for each placement
 - Full A placement – more observational and less need to be ‘hands –on’
 - B and C placement - full/blocks/project/thread



Potential models – Full placement



Placement delivered solely by MH/LD/ED setting

Could involve time across numerous MH/LD/ED settings



Pros

Opportunity to experience MH/LD/ED

Autonomy to manage placement

Able to fully assess student progress



Cons

Responsibility to meet all objectives

Time commitment for smaller teams or part time staff



Potential models - Block



Collaboration with another Trust or setting.

Agreement to offer a number of weeks block in MH/LD/ED e.g. 2 weeks



Pros

Opportunity to experience MH/LD/ED

Able to meet some placement objectives without pressure to meet all

Manageable for smaller dietetic teams as less commitment



Cons

Requires time to establish relationship and collaboration with another setting

Need to ensure effective communication

Harder to assess student progression



Potential models - Project



Collaboration with
another Trust or
setting

Offering a specific
project within a
MH/LD/ED setting



Pros

Opportunity to
experience
MH/LD/ED

Able to meet some
placement
objectives without
pressure to meet all

Project work
completed which
contributes to
Dietetic team

Student leadership
skills



Cons

Requires time to
establish
relationship and
collaboration with
another setting

Need to ensure
effective
communication



Potential models - Thread



Collaboration with another Trust or setting

Placement days offered throughout the placement e.g. 1 or 2 days per week



Pros

Opportunity to experience MH/LD/ED

Able to meet some placement objectives without pressure to meet all

Able to access student progression throughout placement



Cons

Requires time to establish relationship and collaboration with another setting

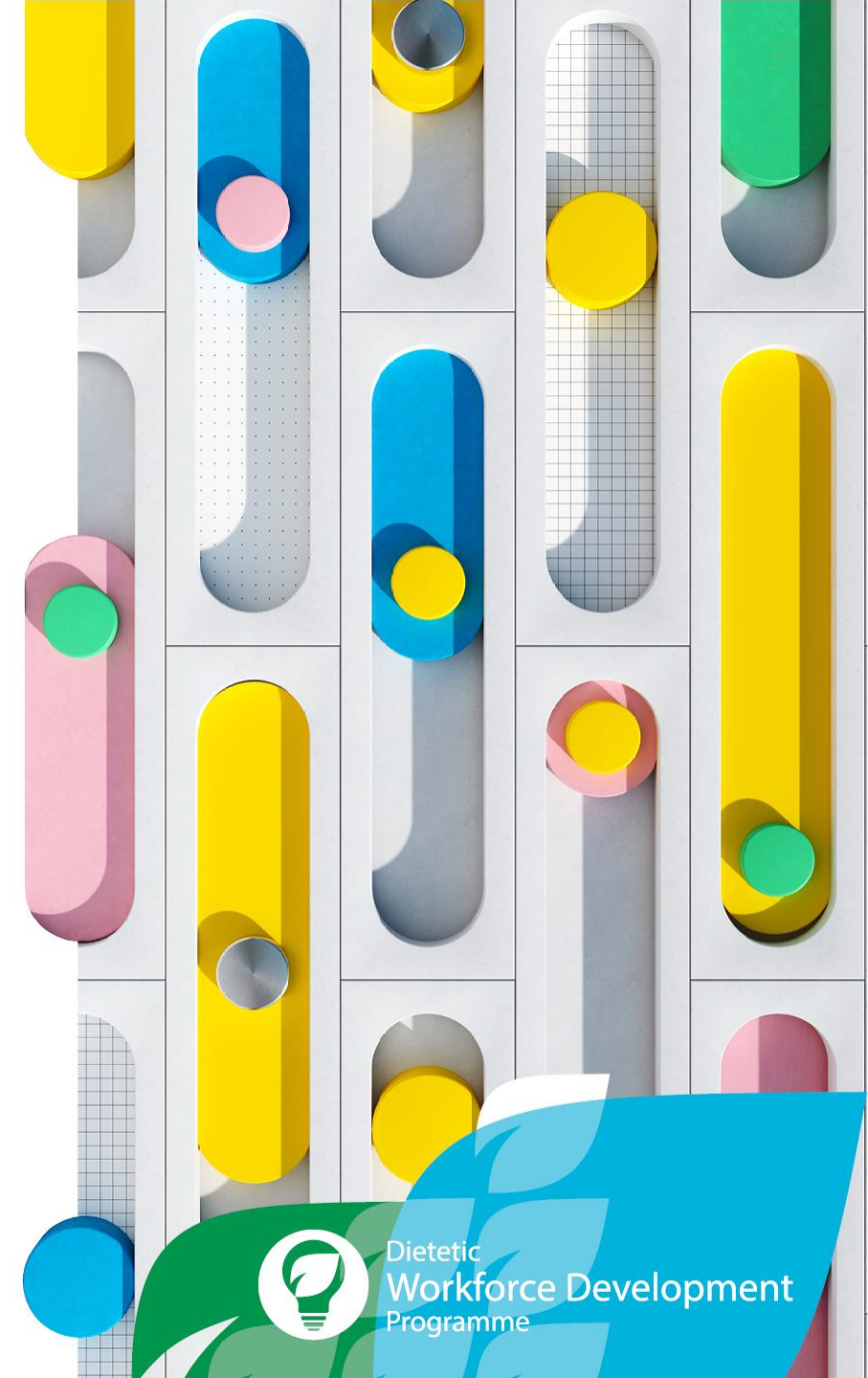
Need to ensure effective communication



Tips for Embracing New Placements

Tips for Placement Providers

- Potential models – different models suit different services
- Developing relationships across MH and PH services
- Celebrate student placements and the benefits they bring to service users, the service and organisation

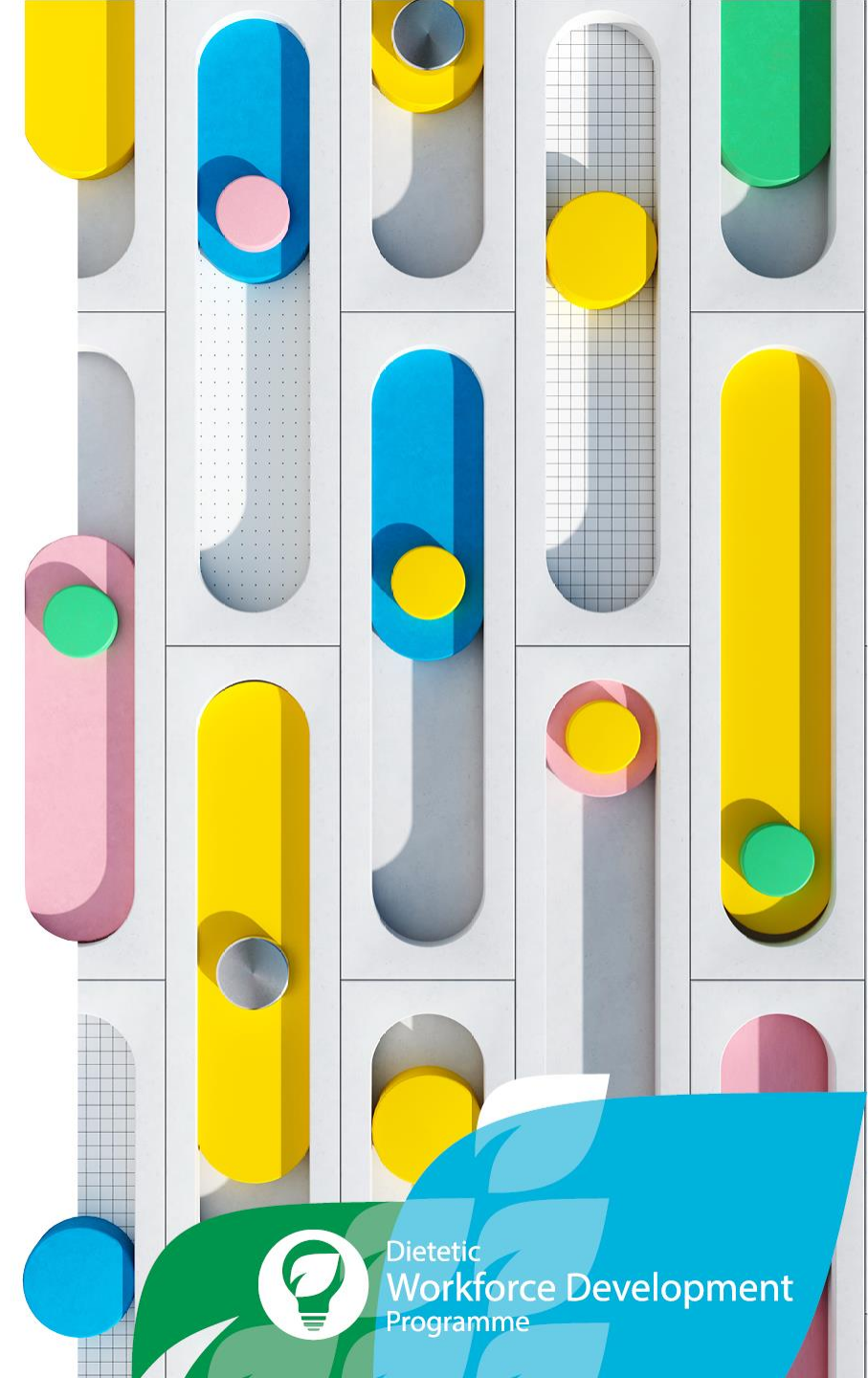


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Tips for Embracing New Placements

Tips for Students

- Be open minded about your placement in MH/LD/ED
- Talk to previous students about their experiences
- Join the Mental Health Specialist Group
- Celebrate and share your experience and what you achieve
- Ask for support and guidance



Practice Based Learning

Considering the Options: Reflective questions



What or who can support me to overcome barriers?



Are there any of the potential models which could work for my service?



What would be my first step in offering practice based learning? Or how can I increase or improve my current offer?



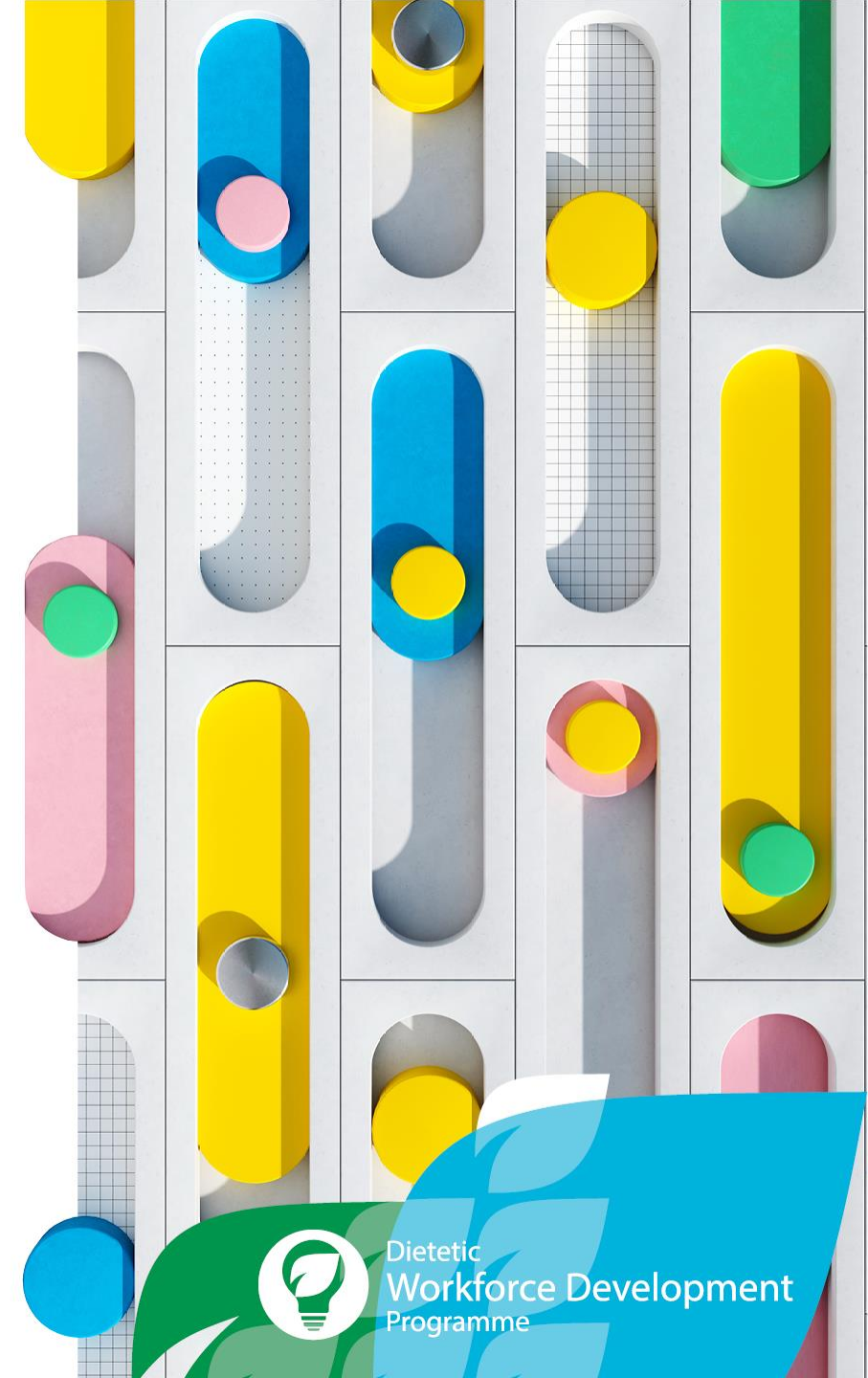
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Practice Based Learning

Further information

Developing Practice-Based Learning in Mental Health and Learning Disability Settings for the Allied Health Professions :

<https://www.hee.nhs.uk/sites/default/files/Developing%20Practice-Based%20Learning%20in%20Mental%20Health%20and%20Learning%20Disability%20Settings%20for%20the%20Allied%20Health%20Professions%20FINAL%20.pdf>



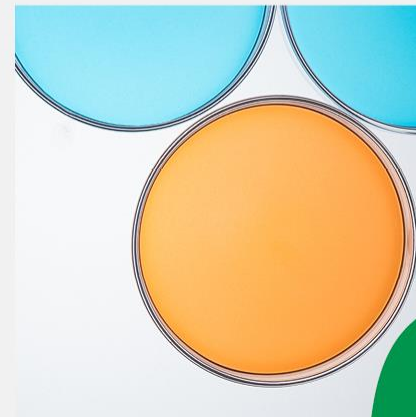
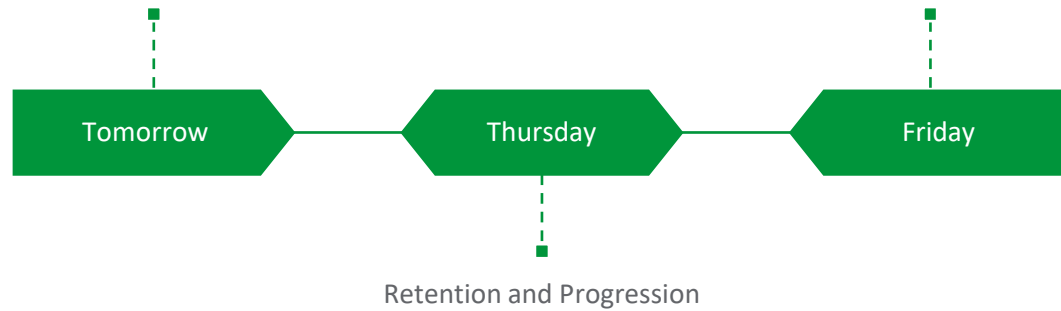
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Mental Health Workforce Development

Webinar Series

Preceptorship in Mental Health,
Learning Disabilities and Eating
Disorders

Self Compassion and
Supervision



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Thank you

Any questions?