

MSc Dietetics

Faculty of Health, Education & Life Sciences

**Placement A1 Workbook**

**Awareness**

**Introduction**

Placement A1 is the first placement of the MSc Dietetics programme. It is 2-weeks in length and has been designed to create awareness of dietetics and dietitians in practice. During this placement, you are expected, with the support of practice placement educators and the BCU programme team, to acquire and demonstrate basic knowledge and skills.

The first week of A1 will involve campus-based practice learning and the remaining week will take place in a traditional healthcare setting. During these two weeks, you will have a number of activities to complete and you will need to provide a portfolio of evidence to demonstrate that you have achieved each of the Placement A1 capabilities (Page 4). This workbook has been designed to assist you with this.

Part a) consists of peer-assisted tasks, which you will undertake in an assigned group. Peer-assisted learning (PAL) has been shown to result in an increased depth of knowledge and greater confidence and reassurance. Successful completion of the tasks will involve working in collaboration with your peers, an important attribute for your future dietetic team working and evidence of the HCPC Standard of Proficiency 9 (be able to work appropriately with others). It is expected that you will spend around the equivalent of a week of fulltime work on this part of the workbook, completing all of the tasks by the end of the first semester of the programme. You are required to submit one completed workbook each, with evidence to show how you have met each of the capabilities that follow.

Part b) of this workbook contains tasks to be completed in the practice setting. The work does not have to be completed in any particular order, but it must all be signed off by the end of the week for you to pass the placement. It is important that you let your Practice Placement Educator know when you think that you have completed a capability and collected the necessary evidence for this to be assessed.

Placements are a compulsory part of the Dietetics programme. If you do not successfully meet the capabilities and the required number of practice hours for your placements, you will not meet the requirements for successful completion of the course. If you have any questions or concerns about your placement, it is important that you speak with your Practice Placement Educator or your Placement Tutor, sooner rather than later.

**General Aims of Placement A1**

**For you to:**

1. Observe and demonstrate awareness of the knowledge and professional attributes required to undertake dietetic practice with individuals, groups and other professionals in a variety of settings
2. Begin to develop your own skills and behaviours through observation of practice and participation in learning activities.

**Capabilities**

**By the end of the placement you will be able to:**

1. Demonstrate the ability to record, analyse and interpret individual’s nutritional intake both by hand and by computer assisted analysis
2. Identify the key sources of service user information used to carry out dietetic practice and describe how an observed dietitian uses the information to formulate a nutrition and dietetic diagnosis and implement a dietetic management plan.
3. Practise communication skills with service users, carers and other professionals and observe the range and application of communication skills used by dietitians within consultations, and inter-professional team working.
4. Evaluate the process of meal selection, service and delivery within an institutional food production unit, and start to identify potential challenges and how food provision can be tailored to best meet identified needs.
5. Discuss the major health and safety issues, including infection prevention and incident reporting, within the working environment.
6. Reflect on the service user experience of health and social care through communication with service users and carers, consideration of the patient pathway and by observing the inter-professional team
7. Demonstrate consistent professional behavior, in accordance with the legal and ethical boundaries of the dietetic profession and the requirements of the HCPC
8. Self-evaluate knowledge and professional capabilities and formulate action plans to demonstrate ongoing commitment to personal and professional development

**Placement A1 Induction: Checklist**

Please check off the items below when they occur. You can add to the list and you can record n/a if an item is not applicable to this placement. Please discuss this with your Practice Placement Educator.

Signed Student Signed Practice Placement Educator Date:

|  |  |
| --- | --- |
| **TASK** | **Date** |
| Introduced to key staff members and their roles explained |  |
| How to contact staff in an emergency or when need immediate help |  |
| Identification of mentor / preceptor and their contact details |  |
| Place and hours of work, including private study time |  |
| ID badge / card |  |
| Orientation to work space / work environment |  |
| Location of toilet facilities, rest-room, canteen (if relevant) etc. |  |
| Lunch, tea and coffee arrangements |  |
| Work etiquette, including mobile phone usage |  |
| How to answer the telephone, transfer calls and make calls both internally and externally |  |
| IT access |  |
| Post arrangements |  |
| Dress code |  |
| Car parking arrangements, if applicable |  |
|  |  |
|  |  |
| **HEALTH & SAFETY ISSUES** | **Date** |
| Illness reporting procedures |  |
| Emergency procedures, including fire procedures and location of fire extinguishers |  |
| Location of First Aid box |  |
| First Aid arrangements (including names of first aiders) |  |
| Accident / incident reporting and location of accident book |  |
| Safety policy received or location known |  |
| Lone worker policy |  |
| Infection prevention policy |  |
| Equality and Diversity Policy |  |
| Confidentiality policy / information governance policy |  |
| IT policy |  |
| Manual handling procedures |  |
| Protective clothing arrangements, if applicable |  |
| Instruction on any equipment participant will be using (list equipment): |  |
| No smoking policy |  |
| Complaints policy |  |
| Whistle-blowing policy |  |

**Part b):**

**The practice setting**

**Chapter 1. Assessing and analysing dietary intake**

**Providing evidence for:**

***Capability 1: Demonstrate the ability to record, analyse and interpret individuals’ nutritional intake both by hand and by computer assisted analysis***

***Capability 2: Identify the key sources of service user information used to carry out dietetic practice***

**TASK 1. Observe a dietitian undertaking a diet history**

Complete the Observation sheet on the following page

**Observation Sheet 1 - *Observe the diet history taken***

**Type of service user/diet:**

1. **How did the Dietitian explain to the service user about the diet history? Why do you think this was done?**

**2. Describe what the Dietitian did when taking a diet history?**

**3. Did the Dietitian have any difficulties obtaining information from the service user? How was this overcome?**

**4. What specific information was the Dietitian trying to obtain from the diet history? How do you think this helps with giving advice later?**

**5. Did the service user seem at ease or not during the diet history? Why do you think this was?**

**Now write down something you have learnt from observing diet history taking.**

**TASK 2. Sources of dietary intake data**

Based on your experiences of observing Dietitians completing service user assessments, identify 3 sources of information that are used to collect dietary intake data. For each source, consider the limitations of using this method independently.

|  |  |
| --- | --- |
| **Information source** | **Limitations** |
|  |  |
|  |  |
|  |  |

**TASK 3. Service user dietary assessment**

Using the standard departmental format, gather dietary information for a service user that has recently been referred to the dietitian

* Remember to ask for consent from the service user that he / she is happy to talk with you as a student dietitian. You will need to briefly explain what it is you would like to talk to them about to enable them to make an informed decision.
* Collect the dietary information using the table on the next page and then **estimate** the energy, protein and fluid intake, using a **ready reckoner approach**.

**Service user Dietary assessment**

Gender: age: weight: kg height: m

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Time | Description of food or drink (include cooking method and brand name, where available) | Amount  eaten / drunk | Amount (g / ml) | Estimated | | |
| Energy  (kcal) | Protein  (g) | Fluid  (ml) |
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| **Daily Totals** | | | |  |  |  |

**Ready Reckoner List of Some Commonly Consumed Foods:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Food / amount** | **Energy (kcal)** | **Protein**  **(g)** | **Carbohydrate (g)** |
| **Dairy** | | | |
| Skimmed milk (568 ml – 1 pint) | 193 | 19 | 29 |
| Semi-skimmed milk (568 ml – 1 pint) | 269 | 19 | 29 |
| Whole milk (568 ml – 1 pint) | 386 | 19 | 28 |
| Cheese, cheddar (30g - matchbox sized piece) | 125 | 8 | 0 |
| Cheese – cottage (112g - small pot) | 110 | 16 | 2 |
| Yoghurt full fat (150g pot) | 158 | 8 | 24 |
| Yoghurt low fat (150g pot) | 135 | 6 | 27 |
| Yoghurt low calorie (150g pot) | 62 | 6 | 9 |
| Egg boiled (60g – 1 medium) | 88 | 8 | 0 |
| **Fats** | | | |
| Butter / marg on 1 slice bread (10g - med spread) | 74 | 0 | 0 |
| Low fat spread on 1 slice bread (7g - med spread) | 27 | 0 | 0 |
| Very low fat spread on 1 sl bread (7g - med spread) | 20 | 0 | 0 |
| **Meats** | | | |
| Ham (25g - 1 average slice) | 27 | 4 | 0 |
| Roast beef (40g - 1 average slice) | 65 | 12 | 0 |
| **Cereals & Breads** | | | |
| Bread (1 large loaf med slice white / wholemeal) | 78 | 3 | 16 |
| Weetabix (20g – 1 biscuit) | 70 | 2 | 15 |
| Cornflakes (30g – med bowl) | 108 | 2 | 26 |
| **Pasta / rice** | | | |
| Rice (180g med portion, cooked) | 250 | 5 | 56 |
| Pasta (220g med portion, cooked) | 230 | 8 | 49 |
| **Fruit & vegetables** | | | |
| Apple (1 x100g - medium, without core) | 47 | 0 | 12 |
| Banana (1 x100g - medium, peeled) | 65 | 1 | 23 |
| Peas (90g – med portion) |  |  |  |
| Carrots (60g – med portion) | 14 | 0 | 3 |
| Potato boiled (60g - 1 egg-sized) | 43 | 1 | 10 |
| Potato mashed (60g – 1 scoop, made with marg) | 62 | 1 | 9 |
| Potato roast (85g - 1 med) | 127 | 2 | 22 |
| Chips (165g - average portion) | 310 | 6 | 50 |
| **Miscellaneous** | | | |
| Sugar (5g – 1 tsp) | 20 | 0 | 5 |
| Digestive biscuit (15g – 1 biscuit) | 70 | 1 | 10 |
| Salted peanuts (30g portion) | 180 | 8 | 4 |
| Crisps (30g - standard packet) | 163 | 2 | 15 |
| Ice-cream (60g – 1 scoop) | 116 | 2 | 15 |
| Wine (125ml standard glass) | 85 | 0 | 0 |
| Lager (1 pint) | 165 | 1 | 8 |
| Pop, regular, e.g. cola (330ml – 1 can) | 134 | 0 | 36 |

**Source:** Todorovic, V., & Micklewright, A. (Eds) on behalf of the PEN Group of the BDA (2011). A Pocket Guide to Clinical Nutrition (4th Edn).

Compare the information you have collected with the information collected by a qualified dietitian. Reflect below on the reason for any discrepancies:

**Chapter 2. Identifying and gathering information**

**Providing evidence for:**

***Capability 2: Identify the key sources of service user information used to carry out dietetic practice and describe how an observed dietitian uses the information available and critical thinking to formulate a reasoned nutrition and dietetic diagnosis and to implement a dietetic management plan.***

**TASK 1. Identifying and collecting service user information**

Choose 2 service users and identify the key sources of information available to plan dietetic care. Note the sources below and comment on why this information was used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Service user 1** | | **Service User 2** | |
| Setting: | | Setting | |
| Key sources of information | Why the information was used | Key sources of information | Why the information was used |
|  |  |  |  |
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List who completes the following documentation and what it contains:

|  |  |  |
| --- | --- | --- |
| Document | Completed by | Contains |
| **Case Notes** |  |  |
| **Nursing Record** |  |  |
| **Drug chart** |  |  |
| **Bed End file** |  |  |

**TASK 2: Nutritional Screening**

What Nutrition Screening Tool does the Department use? List below what information is gathered as part of the screening process?

|  |
| --- |
| **Nutrition Screening Tool used** |
|  |
| **Information collected as part of screening process** |
|  |
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|  |

Discuss with the dietitian what staff can complete the Nutrition Screening Tool and where the results of the screening are recorded.

|  |
| --- |
|  |

What potential barriers to accurate and consistent completion of the Nutrition Screening Tool can you identify? Discuss with the dietitian any steps the Department have taken to address barriers to nutrition screening and record your findings below.

|  |
| --- |
|  |

**TASK 3. Anthropometry**

Using one service user you have seen with the dietitian, identify what anthropometric variables were used in the dietary assessment and how these were interpreted/used within the assessment

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| --- | --- |
| **Anthropometry** | **How was it interpreted/used?** |
|  |  |
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|  |  |
|  |  |

Identify all equipment available for the measurement of anthropometric variables below.

|  |
| --- |
|  |

With supervision, measure weight for four service users of different age groups. If appropriate, measure, or find out height and calculate BMI:

|  |  |  |
| --- | --- | --- |
| Weight (kg) | Height (m) | BMI (kg/m2) |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

**TASK 4. Biochemistry**

Identify how a Dietitian collects biochemical parameters and how these are recorded on dietetic records. Summarise your findings below:

In discussion with a supervising dietitian, identify 4 common biochemical parameters that a dietitian might review when completing an assessment. For each of the parameters, use the results recording system to identify the standard unit of measurement and normal reference ranges used.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Biochemical parameter** | **Standard units** | **Reference range** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |

**TASK 5 Clinical Assessment**

Based on your dietetic observations, identify 4 sources of information used to collect clinical data about a service user. For each source, summarise the main types of information that can be obtained.

|  |  |
| --- | --- |
| **Information source** | **Type of Information obtained and why it is useful** |
|  |  |
|  |  |
|  |  |
|  |  |

**TASK 6. Family and environmental factors**

The environment part of dietetic assessment considers economic, social and psychosocial issues including education, budget and access to foods as well readiness to change and potential barriers to making dietary change.

For one service user you have seen with the dietitian, identify what sources of information the dietitian used to collect information about the service user’s environment:

|  |
| --- |
| **Sources of information:** |

List up to four factors from the service user’s environment that the dietitian considered in their assessment:

-

-

-

-

List below how these factors can potentially impact on dietary treatment:

**TASK 7. Collecting and using information**

Collect both clinical and environmental information about 1 service user from medical/nursing notes and document this information on a mock record card/electronic record. Remember you must maintain the patient’s confidentiality so do not record information that would identify the patient (ID no.., name, address etc.).

Observe your supervising dietitian using this information to plan the dietetic treatment for this service user and discuss the interaction observed:

**TASK 8. IT Information**

Identify three different IT applications in the practice setting and briefly explain how each support dietetic practice

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**Chapter 3. Communication skills**

**Providing evidence for:**

***Capability 3: Practise basic communication skills with service users, carers and other professionals and observe the range and application of communication skills used by dietitians within consultations, and inter-professional team working***

**TASK 1. Initiating conversations**

Initiate conversations with patients and colleagues-

*Provide evidence of this i.e. witness statements (APPENDIX 1) or written record signed by a 3rd party*

**TASK 2. Inter-professional communication**

Throughout your time in the practice setting try to identify other professionals that the dietitians interact with. Record a selection in the log below:

|  |  |  |  |
| --- | --- | --- | --- |
| Location/setting | Professional(s) involved | Method of communication | Reason for communication |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

TASK 3. Complete the dietetic observation form below

**Type of service user/diet**

1. **How did the Dietitian start the consultation? What do you think were the reasons for this?**
2. **What did the Dietitian do, to make the service user feel more at ease?**
3. **What information did the Dietitian try to obtain from the service user?**
4. **Were there any difficulties obtaining information? How did the Dietitian overcome these?**
5. **Did the Dietitian manage to build up a rapport with the service user? If so how?**
6. **How did the Dietitian identify whether the service user was ready to make dietary changes?**
7. **Did the Dietitian agree any targets or goals with the service user? How was it done?**

**Write down something you feel you have learnt from observing the Dietitian today.**

TASK 4. Service User communication

Talk to at least 2 service users and complete the questionnaires on the following pages.

1. **What do you think about the meals/food here?**
2. **Are you happy with the presentation of your meals? If not, please provide a comment**
3. **Do you think the food portions are:**

Too small Acceptable Too large

1. **Do you have enough time to prepare for your meals (e.g. wash hands)?**

Y / N

1. **Do you have enough time to eat your meal?**

Y / N

1. **What do you think of the choice on the menu?**
2. **When you first arrived here, did anyone ask you about your food likes and dislikes?**

Y / N

1. **What do you think about the meals/food here?**
2. **Are you happy with the presentation of your meals? If not, please provide a comment**
3. **Do you think the food portions are:**

Too small Acceptable Too large

1. **Do you have enough time to prepare for your meals (e.g. wash hands)?**

Y / N

1. **Do you have enough time to eat your meal?**

Y / N

1. **What do you think of the choice on the menu?**
2. **Do you always get what you ordered?**

Y / N

1. **When you first arrived here, did anyone ask you about your food likes and dislikes?**

Y / N

**TASK 5: Reflective summary**

Towards the end of your week, write a reflective summary on your experiences of communicating with service users and with health professionals. You should consider the following:

* **The range of service users and health professionals a dietitian communicates with**
* **Any difficulties you had in communicating with people**
* **Identified challenges to obtaining information and building rapport with service users and carers.**
* **What you have learnt from the experience and any changes you would consider making to your communication as a result**

Document your reflective summary below:

**Chapter 4. Menu planning and institutional food provision**

**Providing evidence for:**

***Capability 4: Evaluate the process of meal selection, service and delivery within an institutional food production unit, and start to identify potential challenges and how food provision can be tailored to best meet identified needs.***

**TASK 1.**

Read the following questions and make notes.

**How do service users order food? Consider the following points and make notes below**

* + Are menus available?
  + Is there a fixed/ a la carte menu or a menu cycle?
  + What provision is there for special dietary needs?

**How are orders communicated to the catering department?**

**How is food produced? Consider:**

* + What food production system is used e.g. cook serve, cook chill etc.?

**How is food distributed?**

**How is food served? Consider the following points and make notes below:**

* + Is there a bulk or plated system?
  + Is flexibility in portion size possible?
  + Is flexibility of meal time possible?
  + What happens if a meal is missed?
  + What systems are in place to ensure that the patient gets the right meal?

**How is food intake monitored?**

* + Is there a system to identify those who need additional assistance at meal times?

**TASK 2. The catering budget**

* If possible, Identify the budget allocation for meals and beverages to feed a service user for 1 week and note below:

**£**

* Compare your weekly expenditure of food and beverages (Excluding alcohol), which you obtained on campus with the weekly budget available for a service user. Consider the implications for the nutritional intake of service users in this setting and the implications for dietetic practice. Make notes below:

**Chapter 5. Health and Safety**

**Providing evidence for:**

***Capability 5: Discuss the major health and safety issues, including infection prevention and incident reporting within the working environment.***

**TASK 1. Health and Safety Quiz**

**Review and answer the following questions:**

1. How would you raise the alarm, if you found a fire in the department?
2. Where is the First Aid box kept in the department?
3. Who would you report any Health and Safety issues to within the department?
4. Where would you find the Health and Safety policies and procedures manual? Whose responsibility is it that you know it’s content?
5. On what would you report an adverse clinical incident? Where are these forms kept?
6. What is the Trusts smoking policy?
7. What health and safety issues exist with the office?
8. What are the departmental infection control guidelines and what is the rationale behind them?
9. Explain the need for a department dress code

TASK 2. Health and safety issues

List 5 major health and safety issues that are relevant to dietetic practice.

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Explain why they need to be addressed below

TASK 3. Infection prevention.

Describe an example where you observed a strategy aimed at minimising the risk of infection to service users

**Chapter 6. The service user experience**

**Providing evidence for:**

***Capability 6: Reflect on the service user experience of health and social care through communication with service users and carers, consideration of the patient pathway and the use of observations of the inter-professional team/ health and social care professionals.***

**TASK 1. Reflection on a ‘service user story’**

During the course of the week, choose one service user ‘story’ to reflect upon. Try to choose something that you would be prepared to discuss with your course mates when you return to University. Complete the worksheet below:

**Describe the service user story**

**How did it make you feel? (Were you surprised by what had happened? Did you feel any positive or negative emotions as a result?)**

**Evaluate how useful it was to have learned about the service user story (i.e. did it develop your interest in an aspect of dietetics? Improve your understanding?)**

**Consider whether gaining insight into the experiences of a service user will change your practice in the future? What have you learned from this?**

**Chapter 7. Professional Behaviour**

**Providing evidence for:**

***Capability 7: Demonstrate consistent professional behaviour, in accordance with the legal and ethical boundaries of the dietetic profession and the requirements of the HCPC***

TASK 1. Professionalism Checklist

This checklist will be completed at the end of the week by your lead educator. This checklist is based on the HCPC Guidance on Conduct and Ethics for Students (2016). This checklist, based on observed practice, in addition to supporting verbal or written communications (*Including Verified Witness Statements- Appendix 1*), will provide evidence that you have met Learning Outcome 7 whilst in the practice setting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional attribute** | **Demonstrates this . . .** | | | **Does not demonstrate at all** |
| **Consistently** | **Sometimes** | **Requires further evidence** | ***Please note that poor practice should trigger a concern form and discussion with BCU Placement Tutor*** |
| Acts in the best interest of service users  *e.g. can reflect on care provided to service user or groups to ensure equitable, non-discriminatory care* |  |  |  |  |
| Respects the confidentiality of service users  *e.g. adheres to data protection including electronic records and observes appropriate patient confidentiality* |  |  |  |  |
| Keeps high standards of personal conduct demonstrated through appearance and behaviour  *e.g. reliable and punctual in attendance and when completing tasks; demonstrates appropriate telephone manner; adheres to departmental dress code; demonstrates respect for others; has appropriate relationships and rapport with patients and other health care professionals* |  |  |  |  |
| Shows a commitment to keeping professional knowledge and skills up to date  *e.g. demonstrates an enquiring and pro-active attitude; accepts constructive feedback, recognizes individual learning needs and implements learning agreements* |  |  |  |  |
| Acts within the limits of current knowledge and skills |  |  |  |  |
| Demonstrates effective communication skills with service users and placement provider |  |  |  |  |
| Seeks “informed consent” where necessary |  |  |  |  |
| Keeps accurate records |  |  |  |  |
| Deals fairly and safely with the risks of infection |  |  |  |  |
| Behaves honestly, ensuring behaviour does not damage public confidence in the profession |  |  |  |  |
| Acts in line with all other professional and local performance standards |  |  |  |  |

In relation to overall professional practice, please comment below on:

**Action points to be implemented prior to Placement A2**

**Strengths**

**Signed:**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead Educator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter 8. Self-evaluation**

**Providing evidence for:**

***Capability 8: Self-evaluate knowledge and professional capabilities and formulate action plans to demonstrate on-going commitment to personal and professional development***

**TASK 1. Guided reflection at the end of placement**

Please complete this and take it to your final review. You should keep it in your portfolio and bring it to University when asked. You will need to use it to complete your next pre-placement form.

**What did I enjoy most about Placement A1?**

**What areas of my practice during Placement A1 did I feel most confident about?**

**What did I find most challenging about Placement A1?**

**What areas of my practice do I feel need to be developed prior to Placement A2?**

**What actions do I need to put in place:**

**a) Before my next placement**

**b) During my next placement?**

Birmingham City University

**Faculty of Health, Education & Life Sciences**

**MSc Dietetics**

**Review of Placement A1 (RPA1) form**

|  |  |
| --- | --- |
| Name of student |  |
| Signature of student |  |
| Name of Dietitian |  |
| Signature of Dietitian |  |
| Location of Placement A1 |  |
| Date:  From To |  |
| Number of weeks completed |  |
| Days absent and the dates |  |
| Extra days worked |  |

This review should be undertaken by the supervising dietitian with the student on completion of Placement A1. The guided reflection completed by the student should be used to inform the discussion and the completion of information on the subsequent pages

You should identify strengths and areas for improvement, using the evidence presented by the student to inform your comments, under the general headings of Knowledge, Communication and Professional Practice:

|  |
| --- |
| **KNOWLEDGE**  Strengths:  Area for improvement:  Action Points: |
| **COMMUNICATION**  Strengths:  Area for improvement  Action Points |
| **PROFESSIONAL PRACTICE**  Strengths:  Area for improvement  Action Points |

Are there any particular areas, which need to be developed upon return to university?

**RPA1 FORM**

**Summary of achieved Capabilities**

The practice educator is to indicate whether each capability has been passed by placing a tick in the relevant column and then initialling in each case.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Capability** | | **Passed** | **Failed** | |
| **1** | Demonstrate the ability to record, analyse and interpret individual’s nutritional intake both by hand and by computer assisted analysis |  | |  | |
| **2** | Identify the key sources of service user information used to carry out dietetic practice and describe how an observed dietitian uses the information available and critical thinking to formulate a reasoned nutrition and dietetic diagnosis and to implement a dietetic management plan. |  | |  | |
| **3** | Practise basic communication skills with service users, carers and other professionals and observe the range and application of communication skills used by dietitians within consultations, and inter-professional team working. |  | |  | |
| **4** | Evaluate the process of meal selection, service and delivery within an institutional food production unit, and start to identify potential challenges and how food provision can be tailored to best meet identified needs. |  | |  | |
| **5** | Discuss the major health and safety issues, including infection prevention and incident reporting, within the working environment. |  | |  | |
| **6** | Reflect on the service user experience of health and social care through communication with service users and carers, consideration of the patient pathway and the use of observations of the inter-professional team/ health and social care professionals. |  | |  | |
| **7** | Demonstrate consistent professional behavior, in accordance with the legal and ethical boundaries of the dietetic profession and the requirements of the HCPC |  | |  | |
| **8** | Self-evaluate knowledge and professional capabilities and formulate action plans to demonstrate ongoing commitment to personal and professional development |  | |  | |

Signed Student Signed Practice Placement Educator: Date:

Appendix 1: Verified Witness Statement

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_

Visit/Health Professional \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## To be completed by the Dietitian or Health Professional

***Punctuality***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student arrive on time? |  | Yes |  |  | No |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student undertake any assigned task in the |  | Yes |  |  | No |  |
| time allocated? |  |  |  |  |  |  |

***Communication***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student introduce themselves? |  | Yes |  |  | No |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student initiate conversation? |  | Yes |  |  | No |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student use an appropriate level of language? |  | Yes |  |  | No |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student respond to non-verbal communication? |  | Yes |  |  | No |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student demonstrate the ability to listen? |  | Yes |  |  | No |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Did the student respond appropriately to questions? |  | Yes |  |  | No |  |

**Outcome**

Was the student able to re-cap to you their understanding of your role and your interaction with Dietitians/Health Professionals?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Yes |  |  | No |  |

COMMENTS

|  |
| --- |
|  |

Signature of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Health Professional \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

(PRINT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**Appendix 2: Reflective Pro forma**

|  |  |
| --- | --- |
| **Date:** | |
| **Issue or experience:** | |
| Describe Describe what happened and who was involved. |  |
| Evaluation What was good or bad about the experience?  Why was it good or bad?  What else could you have done? |  |
| *Feelings*  How did you feel? |  |
| Reflection What have you learnt from the experience? |  |
| **Action Plan**  If you had this situation again, what would you do differently? |  |