



**MSc Nutrition & Dietetics**

**(pre-registration)**

**Placement A Workbook**

**Last reviewed January 2023**

**Learner’s name:**

**Placement location:**

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# Welcome from the University of Hull and placement providers

We want to wish you a very warm welcome to Placement A. This, the first of three placements, will run for three weeks at the end of trimester 2. Placement A is embedded within ‘The Professional Dietitian’ module.

Placements may be in the NHS, the public sector or private organisations. No matter where your placement is, you will be given the opportunity to put into practice the knowledge, skills and behaviours you have learnt during your training so far.

Placement A will allow you the opportunity to observe and learn from professionals in real-life practice as well as offering you the chance to practise and apply your own skills and knowledge. Placement A is an essential part of your journey towards successful completion of the MSc programme and eligibility to register with the HCPC as a dietitian when you graduate.

The university tutors and practice educators are here to facilitate and support your learning through the placement. Please utilise all available opportunities to ask questions and show initiative, and we hope you really enjoy the experience.

You may find it helpful to refer to your student handbook and practice-based learning handbook for further information on the roles and responsibilities of different staff members and who to contact should you have any queries or concerns.

We wish you the very best of luck!

# Assessment guidance for Placement A

To successfully pass Placement A, learners will need to demonstrate competency in two out of the four domains of dietetic competency. These are 1) Healthcare Professionalism and 2) Communication.

The competency framework, as outlined by the North East & Yorkshire Dietetic Placement Partnership (please see resources on PebblePad) has identified a number of measurable behaviours and actions that can be used to determine competency in each domain.

Behaviours and actions need to be demonstrated throughout the whole of the placement as overall competency will not be awarded until the final weekly review (please refer to the ‘*know, can, do’* model for expected progression, available on PebblePad).

Fig 1: The four domains of dietetic competency and the two which are assessed throughout Placement A



The following sections of this workbook explain these two domains in further detail, and highlight the evidence and learning activities that are required to be completed during Placement A.

# Domain 1: Healthcare Professionalism

**Competency: Demonstrates consistent professional behaviour within legal and ethical boundaries of their profession**

the following professional behaviours are expected to be demonstrated by all students throughout their placement and will be assessed via the weekly review:

* Takes responsibility for own learning
* Open, honest & trustworthy
* Appropriate dress and appearance
* Works within limits of knowledge and skills
* Follows attendance procedures
* maintains professional boundaries
* Keeps clear and accurate records of work in line with policy
* Completes work within agreed time frame
* Listens to, thinks about and responds proactively to feedback
* Treats service users and colleagues with compassion, empathy, courtesy and respect

In addition, the following professional behaviours will be assessed via the completion of Learning Activities 1 - 4:

* Accepts responsibility for own health and safety
* Reflects on action
* Protects the interests of individuals
* Adheres to laws governing mental capacity
* Complies with consent policy
* Follows confidentiality guidance
* Does not discriminate
* Knows how to report and escalate unsafe/unethical practice
* Raises any concerns about an individual’s health and safety

# Domain 2: Communication

**Competency: Demonstrates appropriate communication skills with individuals and groups**

The following measurable behaviours and actions will be assessed via the completion of learning activities 5-6:

* Uses verbal and non-verbal communication to establish and maintain rapport with individuals, groups and population.
* Recognises how verbal and non-verbal communication skills affect assessment and engagement of service users.
* Recognises how communication should be modified, using appropriate forms of communication skills with service users and others.
* Recognises how verbal and non-verbal communication skills can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious belief.

# Paperwork required for A Placement:

All of these documents and tools are available on PebblePad and are to be used throughout Placement A.

* Placement A Workbook
* Weekly Progress Tool
* Daily Reflective Journal
* Formal review of A placement Tool
* Reflective Tool
* Observation Tool

In order to pass Placement A, the learner must have completed the following by the end of week 3:

* Learning activities 1-5 (part of the Placement A workbook)
* All three parts of Learning Activity 6 (part of the Placement A workbook)
* 2 x successful weekly reviews, using the Weekly Progress Tool
* Completed formal review of placement tool (to be uploaded to canvas at the end of placement)

# Learning Activities

Please ensure ALL parts of each Learning Activity are completed by the end of your placement.

## Learning Activity 1: Confidentiality, consent & capacity

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| --- |
| 1. List the types of information utilised by your placement provider that are required to be treated as confidential |
|  |
| 1. What policies and/or procedures are in place to keep this confidential information safe? |
|  |
| 1. What is your understanding of the terms ‘consent’ and ‘mental capacity’? Describe how these relate to the work your placement provider. |
|  |
| 1. Reflect on any measures you have taken to keep information confidential whilst on placement. |
|  |

## Learning Activity 2: Health and safety in practice

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| 1. Describe any policies or procedures that are in place to protect the safety and wellbeing of staff and/or service users |
|  |
| 1. Describe from observation or discussion with your supervisor possible examples of incidents from practice that could cause harm to the service user |
|  |
| 1. following observation or discussions with your supervision explain how you would report or escalate unsafe/unethical practice |
|  |

## Learning Activity 3: Equality, diversity & inclusion

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| 1. List some examples of how professionals can help to foster an environment of equality, diversity and inclusion for service users, colleagues and staff |
|  |

## learning Activity 4: Reflective practice

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| 1. Each week use the provided reflective tool to write a reflection on at least one key learning activity that has occurred during the week that has had an impact on your development. Upload these to your PebblePad account and share and discuss them with your supervisor during your weekly review.   Week 1 reflection on:  Week 2 reflection on:  Week 3 reflection on: |
| 1. Use the provided daily journal to record the activities you complete each day. Reflect on these at the end of each week and use it to self-identify your own strengths and areas for improvement in preparation for your weekly review. |

## Learning Activity 5: Observing communication skills

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| 1. List the different forms of verbal and non-verbal communication you have observed whilst on placement |
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| 1. What are the benefits and disadvantages of each of these methods of communication? |
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| 1. Describe any challenging communication scenarios you have observed on placement and any adaptations made to improve understanding |
|  |

## Learning activity 6: Practising communications skills

(repeat this activity throughout the placement)

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| 1. Seek out any opportunities to practice verbal and/or non-verbal communication skills throughout your placement |
| 1. Ask a peer or supervisor to observe your communication skills and provide constructive feedback to you |
| 1. Record your own reflections of these communication experiences in your daily journal and/or reflective tool. Discuss these during your weekly review |