



LEEDS BECKETT UNIVERSITY
SCHOOL OF CLINICAL &
APPLIED SCIENCES

DIETETIC A PLACEMENT BOOKLET

BSc. (Hons) and MSc. Dietetics

March 2020 6th Edition

www.leedsbeckett.ac.uk





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Welcome from Leeds Beckett University & NHS Practice Supervisors

We are delighted to welcome you as a student dietitian to Practice Placement A.

This placement has been developed to enable you to increase your self-awareness of the roles and responsibilities of Dietitians working in a food or health setting and to start to develop the skills and professional behaviours you will need for practice and ensuring the safety and well-being of patients and the public. You will do this through observation of practice, reflection and participation in learning activities.

You may be working in NHS, public sector or private organisations. To work effectively as a Dietitian in these settings your underpinning knowledge, skills, values and behaviours are an essential part of your personal and professional development. This “journey” will have started in University and will continue with academic and practice learning working towards successful completion of the course and eligibility for registration with the HCPC as a Dietitian.

Placement A is about starting to develop your potential to become a Dietitian. The role of University Tutors together with your Supervisors are to facilitate and support your learning through the placement as a novice. If you have any questions or concerns, then please do not hesitate to contact the relevant Tutor or Supervisor.

We wish you every success



Pre-Placement A Requirements

Health and safety:

- Have current enhanced Disclosures & Barring Service (DBS) clearance
- Have University Occupational Health “fit for practice” clearance
- Have a current food safety certificate or equivalent
- Have an NHS Information Governance certificate (via Careshield)
- Be aware of infection control and able to demonstrate hand washing procedures
- Have completed mandatory training in Lifting and Handling, Cardiopulmonary Resuscitation (CPR) and safeguarding practice.
- Have completed a risk assessment form (COVID -19)

Skills and behaviours:

- Start to use reflection and self-evaluation tools to support and demonstrate your professional development
- Be aware of the Health and Care Professions Council (2016) Standards of Conduct, Performance and Ethics and requirements for practice
- Be aware of the role of the Dietitian both as a registered practitioner and within the structure of health or private sector organisations
- Appreciate the need to interact with other professionals in delivering services and care
- Be aware of the theory underpinning a client centred approach and able to demonstrate basic meet and greet skills
- Be able to identify the factors facilitating effective communication (oral and written)
- Investigate the use of social media from promoting dietetic departments to trust wide initiatives
- Investigate the use of apps as part of dietetic interventions and patient care
- Be able to demonstrate a broad knowledge of the eating habits and foods available to the public and be aware of the factors affecting these
- Have knowledge of basic cooking skills and menu planning
- Be interested in food and health
- Demonstrate a basic knowledge of food portion sizes, the macro and micronutrient content of foods and dietary intakes
- Demonstrate basic skills in dietary analysis (e.g. estimation, food tables and dietary analysis software programmes) and be able to compare your results with accepted targets for the macronutrient content of dietary intakes



Introduction to Placement A.

On Placement A, your first three-week placement, you will be able to observe health and social care professionals applying knowledge and using practice skills in their everyday work with clients. You will also have the opportunity to start to apply your knowledge and skills with clients.

In preparation for Placement A, you will have studied nutrition, food composition and started to develop basic food skills. You will have the opportunity to build on this learning in Placement A by observing Dietitians and others using these skills in practice and by starting to apply your knowledge and skills with clients with guidance from your supervisor. You will continue to build on this learning throughout the course and subsequent placement opportunities.

Your three-week placement will introduce you to the health and social care environment and the routine of professionals working in these different settings. You will start to develop your communication skills and food skills by talking to service users and other health and social care professionals. There will also be an opportunity for you to observe professional behaviours and start to develop these in your practice.

There are 2 competencies for Placement A with identified measurable behaviours and actions.

These are:

- Professionalism
- Communication skills

You will be able to work towards achieving these through participation and completion of a range of different learning activities. Your supervisor(s) will provide constructive feedback throughout Placement A to inform and progress your knowledge and practice skills.

This workbook will enable you to record your learning experiences and identify how you have achieved the competencies.

Reflection is a key component to demonstrating your understanding and is integrated within each day's learning. You will already have been introduced to reflective practice at University and you will have an approach that works well for you. You may use the prompts in each experience to guide your reflective practice or alternatively select the model which best suits you. Try to reflect as you go along or shortly after an important learning experience.

Throughout your placement you will be exposed to learning experiences that will help you achieve the competencies for the placement. Completing the workbook will help you to provide evidence and you should do this using the space provided to record the experiences and/or by inserting additional pages.

Throughout the placement and at the end of each week there will be an opportunity for reflection and formative review when you will have the opportunity to discuss and



consolidate your week's experience with your supervisor and agree action points for the next week, using the weekly review form. To facilitate this session, you should bring with you the completed workbook and any reflective pieces you would like to share.

What is expected of students undertaking Placement A?

We expect that individuals:

- Take ownership for your learning and actions
- Strive to improve your own performance
- Test out new skills and learning in the practice settings under the guidance of your supervisor
- Assist colleagues as appropriate in the delivery of client care

Placement Expectations

Development is a partnership process. University, supervisors and you and/or your family have invested resources to support your learning and development. In order to achieve the placement learning outcomes, you must abide by the following guidance.

- **Attendance:** You are expected to attend all sessions on Placement. As the placement progresses, skills are continually built upon. If you miss a session you run the risk of getting behind and hindering the progress of your fellow students. The Placement Supervisor must agree amendments and changes for individual students.
- **Behaviour:** You are expected to demonstrate appropriate behaviours during the placement. The Supervisor may remove you from placement if they feel that you are having an adverse effect on your peers and/or patient care due to your behaviours. If a continual lack of commitment is shown whilst attending the placement you may be asked to leave.
- **Punctuality and interruptions:** Part of being a Dietitian involves learning to manage your time. Please arrive at placement sessions by the time stated, return from breaks when asked and have the courtesy to let your supervisor know if you have problems with attendance and/or are going to be late. Please turn off mobile telephones in clinical areas as advised and make arrangements to use messaging services during sessions to avoid unnecessary interruptions.
- **Pre- and post - sessional work:** To maximise the use of practice time you may be asked to complete pre- and post-sessional work. This may involve a reading activity, finishing a piece of work or reflecting on a practice observation. If you have any concerns, please discuss these with your supervisor in advance of the deadlines. If you do not complete the pre and post sessional work the Supervisor may ask you to withdraw from the placement.



Practice Contact Information and Roles

Practice Liaison Lecturer	Trust Responsibilities
Ursula Philpot ✉ u.philpot@leedsbeckett.ac.uk ☎ 0113 812 4996	<ul style="list-style-type: none"> Leeds & York Partnership NHS Foundation Trust
Lisa Edwards ✉ lisa.edwards@leedsbeckett.ac.uk ☎ 0113 812 3884	<ul style="list-style-type: none"> South Tyneside & Sunderland NHS Foundation Trust North Tees & Hartlepool NHS Trust South Tees Hospitals NHS Foundation Trust Cumbria, Northumberland Tyne & Wear NHS Foundation Trust Bradford Teaching Hospitals NHS Foundation Trust The Priory Hospital, Preston Gateshead Health NHS Foundation Trust
Adam Cartwright ✉ A.Cartwright@leedsbeckett.ac.uk ☎ 0113 812 2310	<ul style="list-style-type: none"> Newcastle Nutrition Northumbria Healthcare NHS Foundation Trust Northern Lincolnshire & Goole Hospitals NHS Foundation Trust
Linsey King ✉ l.king@leedsbeckett.ac.uk ☎ 0113 812 4992	<ul style="list-style-type: none"> Leeds Teaching Hospitals NHS Trust York Teaching Hospital NHS Foundation Trust
Claire Gardiner ✉ C.Gardiner@leedsbeckett.ac.uk ☎ 0113 812 2853	<ul style="list-style-type: none"> Harrogate & District NHS Foundation Trust Mid Yorkshire Hospitals NHS Trust South West Yorkshire Partnership NHS Foundation Trust Leeds Community Healthcare NHS Trust Nobles Hospital Isle of Man
Sajida Manzoor ✉ S.Manzoor@leedsbeckett.ac.uk ☎ 0113 812 7505	<ul style="list-style-type: none"> Airedale NHS Foundation Trust Calderdale & Huddersfield NHS Foundation Trust Barnsley Hospitals NHS Foundation Trust South West Yorkshire Partnership NHS Foundation Trust (Barnsley Community only) Manchester Mental Health Trust
Peter Butterworth ✉ p.butterworth@leedsbeckett.ac.uk ☎ 0113 812 9061	<ul style="list-style-type: none"> Hull University Hospitals NHS Trust Humber NHS Foundation Trust City Healthcare Partnership County Durham & Darlington NHS Foundation Trust

Competency framework for A placement

Domain	Competency demonstrated	Observed or measurable behaviours and actions
Professionalism	1. Consistent professional behaviour within legal and ethical boundaries of their profession	<ul style="list-style-type: none"> • Open, honest and trustworthy • Follows guidance on appearance • Follows attendance procedures • Accepts responsibility for own health and safety • Maintains professional boundaries • Works within limits of knowledge and skills • Completes work within agreed time frame • Keeps clear and accurate records of work in line with policy • Takes responsibility for own learning • Reflects on action • Listens to, thinks about and responds proactively to feedback • Treats service users and colleagues with compassion, empathy, courtesy and respect • Protects 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
Communication	2. Appropriate communication skills with individuals and groups	<ul style="list-style-type: none"> • Uses verbal and non-verbal communication to establish and maintain rapport with individuals, groups and general 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



Assessment Guidance

Throughout the placement you will be expected to engage in a range of learning which will help you to develop your practice skills and behaviours.

The placement is formatively assessed. This means that the assessment is designed to support your learning and enable you to build towards summative assessment in subsequent university assignments and practice competencies. You are required to complete the activities in your workbook which will support your learning and help to provide evidence that you have achieved the placement competencies. Your ongoing engagement with the required tasks and activities is an important way of demonstrating your professionalism during practice learning, reasons for non-engagement will therefore be explored by both University staff and supervisors

Supporting the assessment process:

- **Reflective Pieces:**

Opportunities for reflection are incorporated throughout the workbook however, you may wish to add in additional completed reflective tools that you have undertaken in response to significant learning opportunities you have experienced. Some of these may be personal and others you may wish to share with your supervisor. Please add these into your workbook as appropriate.

- **Weekly progress tool**

Throughout your placement and at the end of each week there will be an opportunity for reflection and formative review when you will have the opportunity to discuss and consolidate your week's experience with your supervising dietitian and agree action points for the following week. You should complete a weekly progress tool at the end of each of the practice learning weeks



1- Professionalism

Consistent professional behaviour within legal and ethical boundaries of their profession

The term professionalism is used to describe the range of practices that enable Dietitians and other health and social care professionals to meet the requirements of the Health and Care Professions Council (HCPC). “Dietitian” is a protected title that can only be used when registered to practice with the HCPC. In this way patients and members of the general public can be assured that their registered practitioner is able to deliver treatment and care to meet professional standards.

To achieve and maintain registration with the HCPC Dietitians must meet the standards of practice published in the following documents.

- Standards of Conduct Performance and Ethics (HCPC, 2016)
- Standards of Proficiency for registered Dietitians (HCPC, 2013)

This is also supported by the professional standards of the British Dietetic Association (BDA). These guidelines provide more information on professionalism and help members on how to meet the HCPC standards.

- Code of professional conduct (BDA 2017)

The purpose of the learning activities in Competency 1 are to enable you to:

- Review the HCPC standards and reflect on the importance of professional standards in dietetic practice
- Observe Dietitians and others working in health and social care, professional behaviour and practice, noting when individual HCPC standards are achieved
- Explore the responsibilities of the Dietitian in being an autonomous practitioner
- Critically assess how the dietetic service meets the needs of a diverse population and how equality is achieved
- Recognise the importance of obtaining patient consent within a health and social care setting
- Reflect on your learning and identify action points for future practice

References:

British Dietetic Association, (2017) **Code of Professional Conduct**. Birmingham: BDA

Health and Care Professions Council (2013) **Standards of Proficiency for Dietitians**. London: HCPC London: HCPC

Department for Constitutional Affairs (2007) **Mental Capacity Act 2005 Code of Practice**. London: The Stationery Office

Health and Care Professions Council (2016) **Standards of Conduct, Performance and Ethics**.



Professionalism

The activities within this competency enable you to demonstrate that you are

These behaviours and actions are assessed within your end of week feedback

- Open, honest and trustworthy
- Follow guidance on appearance
- Follow attendance procedures
- Maintains professional boundaries
- Works within limits of knowledge and skills
- Completes work within agreed time frame
- Listens to, thinks about and responds proactively to feedback
- Takes responsibility for own learning

These behaviours are incorporated within the associated tasks below

Health & Safety tasks

- Accept responsibility for own health and safety
- Knows how to report and escalate unsafe/ unethical practice

Documentation tasks

- Keeps clear and accurate records of work in line with policy
- Information governance & confidentiality guidance

Consent task

- Complies with consent policy

Does not discriminate task

- Anti-discriminatory practice

Client centred care

- Treats service users and colleagues with compassion, empathy, courtesy and respect
- Protects interests of individuals
- Adheres to laws governing mental capacity

Reflects on action



Learning Activities

Learning activity 1: “Health and safety and working practices”

During this learning activity you will have an opportunity to identify the main health and safety policies and consider how this relates to the everyday working practices.

Record your notes in your workbook

- List 3 policies that relate to the health and safety of service users and/or staff. Briefly summarise why the policy is important and the consequences of not following the policy. Identify where the policy may link to specific HCPC standards that underpin dietetic practice.
- A critical incident can be defined as, “Practice which may cause harm to the service user” (e.g. errors in the provision of appropriate textured food which could cause a service user who cannot protect their airway to choke and/or lead to a chest infection).

How are critical incidents reported within your practice based learning environment?

- Describe from observation or discussion with your supervisor possible examples of incidents from dietetic practice that could cause harm to the service user and how these can be prevented.
- During your placement record how Dietitians or other health and social care professionals manage risk when visiting patients in the community. Is there a procedure for personal safety and lone working and how does it work in practice?



Learning activity 2: “Accessing, using and documenting in health and social care records”

You will need to identify a set of health and social care records and patient consultation for you to observe in this activity. Take some time to familiarise yourself with a set of patient notes and/or referral information for a patient who has been referred to the dietitian. Observe the Dietitian prepare, undertake and document the consultation.

Use the prompts below to guide your structured observation and record in your workbook

- Take some time to review the health and social care record that has been identified by your supervisor. Draw a diagram and/or plan to identify how the record is organised.
- Observe a Dietitian using a health and social care record prior to the patient consultation. How does the Dietitian prioritise and select information to inform the patient consultation and how is this recorded? Does the Dietitian communicate with anyone else to gain additional information before the consultation?
- Observe the Dietitian undertake a patient consultation. How does the Dietitian use the information recorded earlier, during the consultation? How does the Dietitian check this information and add to it during the consultation?
- After the consultation how does the Dietitian document the discussion and record any agreed patient goals and/or actions? Does the Dietitian use any models to help guide and standardise documentation? Does the Dietitian communicate with other members of the multi-disciplinary team after the consultation and for what purpose?
- The quality of the data in the patient record is an important part of information governance. Using the **CARROT** acronym to help you review why it is important to have high quality and accurate documentation? Review the record card against the following criteria.
 - ✓ **Complete** - is it complete and continuous?
 - ✓ **Accurate** - is it free from error, legible and “fit for purpose”?
 - ✓ **Relevant** - is it appropriate and relevant?
 - ✓ **Reliable** - does it reflect the consultation, is it current and relevant?
 - ✓ **Output** - provided in an agreed format?
 - ✓ **Timeliness** - completed shortly after the consultation, available when needed and easy to locate?



Learning activity 3: “Observe how Dietitians and Nutrition and Dietetic services work within their local NHS Trusts requirements for information governance”

Dietitians and the Nutrition and Dietetic service are required to work within NHS Trusts standards for information governance and comply with the HCPC standards (HCPC, 2013, 2016). Through structured observation and discussion, identify how dietitians and/or Nutrition and Dietetic service meet these requirements. You may find it useful to reflect on your learning from Task 1, 2 and your NHS Information Governance training to inform this learning activity:

Record your observations to the questions below in your workbook

- How do Dietitians ensure a “Duty of Confidentiality” (i.e. where one person discloses information to another in circumstances where it is reasonable to expect the information will be held in confidence) and how is this communicated to patients?
- What arrangements are in place to ensure that personal patient information (e.g. paper and electronic records) is kept safe to protect the privacy of the individual as a requirement of the Data Protection Act (HMSO, 1998)?
- There is a greater openness and accountability for health and social care organisations as a requirement of the Freedom of Information Act (HMSO, 2000). What procedures are in place for patients to access information about themselves and their care?
- How does the service ensure the security of personal patient information to prevent unauthorised access, disclosure, transfer, modification or destruction whether accidental or intentional?
- How are records managed in the Nutrition and Dietetic Service and/or multi-disciplinary team to ensure they can be accessed when needed? How long must health and social care records be kept before their destruction?



Learning activity 4: “Obtaining consent for treatment and sharing information”

“Informed patient consent” means that a patient has all the relevant information and understands this, so they can choose to give consent for treatment or refuse. Dietitians must obtain informed patient consent for treatment and for sharing patient information. Draw on the relevant HCPC standards, your observations from practice and discussions with your supervisor to consider the practicalities of obtaining consent for treatment and sharing information in dietetic practice.

Record your observations and notes in your workbook

- Give an example from dietetic practice of “implied consent” to treatment and an example where written consent would be needed.
- Give 2 examples where consent in any form cannot be given by the patient.
- If consent cannot be obtained by the patient how is a decision for treatment made?
- Can a Dietitian insist that a patient on the ward is given a therapeutic diet as it is in their best interest, but it is against their wishes?
- You are presenting a case study to the Dietitian as part of your placement assessment in which you will reveal patient identifiable information.

Explain why it is necessary to obtain patient consent before the presentation? How would you need to change the presentation if consent had not been obtained?



Learning activity 5: “Anti-discriminatory practice”

You will already have discussed the HCPC standards of conduct, performance and ethics and standards of proficiency at university. Read these again. Use this information together with your own observations of dietetic practice to respond to the prompts below.

Record your observations and notes in your workbook.

- Why are the HCPC Standards necessary?
- From your observations describe, using examples, how anti-discriminatory practice is applied within the Trust.
- Why is it important to respect a person’s points of view? Give an example of when you have observed a patient’s point of view being taken into consideration.
- Comment on the following statements using the HCPC standards.

“A Dietitian promotes a specific brand name when recommending a food product”.

“A Dietitian gives a gift to one of her/his patients. Is this acceptable practice?”

“A Dietitian is busy so asks the dietetic assistant to assess a patient for tube feeding and recommend a suitable enteral feed.”



Communication

- Use verbal and non-verbal communication to establish and maintain rapport with individuals, groups and population
- Recognise how verbal and non-verbal communication skills affect assessment and engagement of service users
- Recognise how communication should be modified, using appropriate forms of communication skills with service users and others
- Recognise 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

Appropriate communication skills with individuals and groups

The activities within this competency enable you to demonstrate that you are able to: Communication skills are key to working with service users and health and social care professionals in a variety of care settings. Communication skills are used by dietitians to inform and implement evidence-based practice in patient consultations and groups and to facilitate discussion and dissemination of care with the service user and the MDT.

Service users need to be heard and understood, have the opportunity to tell their story, to gain information, feel able to cope and have confidentiality respected (Pearson, 2010). Therefore, Dietitians need skills in:

- Demonstrating to patients that they have understood them;
- Assessing and meeting patient's expectations and needs and;
- Working within realistic time boundaries

This has led to the use of a behavioural approach throughout the dietetic profession based on patient centred practice, reflective listening skills, guiding principles and core practitioner qualities (Pearson, 2010). Such communication skills used may be:

The purpose of the learning activities in the activities below are to enable you to:

- Identify the communication skills used in interactions between the Dietitian and service user and how these contribute to care
- Observe how skills are adapted when service users have a specific communication need
- Start to practice your communication skills
- Participate in peer observation as an "observer" and person being "observed" to progress your communication skills
- Evaluate communication between the MDT and the Dietitian and what makes the interaction successful or challenging
- Reflect on your learning and identify action points for future practice

**Learning activity 6: “Communication Skills in practice”**

Use practice opportunities to observe Dietitians communicating with others. Look out for opportunities where Dietitians are using their communication skills with a range of groups (e.g. older people, adults, children and young people) and in different health and social care settings (for example, multi-disciplinary meetings, out-patient clinic, GP practice, hospital ward round, children’s centres, one-one consultation etc.)

- Observe a Dietitian communicating with a service user that has a specific communication need (e.g. may be unable to speak, deaf or hard of hearing, have a learning disability or require an interpreter, etc) or with a challenging service user (e.g. may not be ready for making changes in their diet, angry or rude or tearful). How does the Dietitian adapt their communication skills in this situation, to meet the needs of the patient?
- Why were the communications you observed necessary and what made them successful or difficult?
- How did the Dietitian’s communication skills contribute to patient care?
- From your observations, what challenges do Dietitians experience in obtaining dietary information from patients? How do Dietitians adapt their communication skills to work with these problems in a patient centred way?
- Compile some prompts to guide you when practising your communication skills with patients. You can try your prompts out when practising a typical day or diet history scenario.
- List the communication skills you were able to identify in the interactions between Dietitians and patients and/or other health and social care professionals in your setting.



Learning activity 7: “Peer/Supervisor observation of your communication skills”

Ask a peer/supervisor to observe you communicating with a service user. The focus should be on your non-verbal (body language, posture), and verbal communication skills.

Try to include the following points:

- Introduce yourself and use “small talk” to put the patient at ease
- Ask permission to talk to the patient
- Encourage the patient to talk about their situation (use your non-verbal and verbal communication skills to help you)
- Thank the patient for taking part

Feedback should focus on what went well (your strengths), areas that you could improve on and, two action points for next time.

You may wish to repeat this activity at intervals throughout your placement. Record your feedback and action points in your workbook.

Learning activity 8: “Communication within the service user pathway”

Use practice opportunities to observe Dietitians communicating with others. Look out for opportunities where Dietitians are using their communication skills with a range of groups (e.g. older people, adults, children and young people) and in different health and social care settings (for example, multi-disciplinary meetings, out-patient clinic, GP practice, hospital ward round, children’s centres, one-one consultation etc.)

There are many different providers of services within health and social care settings. During your placement you will experience patient care taking place in a range of settings which may include some of the following:

Where does care take place?



The “Patient pathway” is the route that a patient will take from their first contact with an NHS member of staff (usually their GP) through referral to the completion of their treatment.

You can think of it as a timeline on which every event relating to treatment can be entered. Events such as consultations, diagnosis, treatment, medication, diet, assessment, teaching and preparing for discharge from the hospital can all be mapped on this timeline.

The pathway gives an outline of what is likely to happen on the patient’s journey and can be used both for patient information and for planning services (DH, 2007). In this way improvements can be made to the quality and effectiveness of care.

Service user centred care is provided by many different health and social care professionals, working as part of a team. For example, this may include: Doctors/GP’s, Nurses, Physiotherapists, Dietitians, Speech and Language Therapists, Pharmacists, Radiographers, Healthcare Assistants, Occupational Therapists and Social Workers. There will also be a range of services which provide the infrastructure which supports patient care for example catering providers, volunteers, formal and informal carers and family members.



The journey can be over a number of weeks, months, years or even a lifetime and as a result of this they may have many episodes of care where they come into contact with a range of health and social care professionals in a number of different settings.

The purpose of the learning activities in activity 7/8 are to enable you to:

- Explore each step of the pathway including the duration of care and the health and social care professionals involved
- Experience care from a service user perspective and appreciate what it is like to live with a long-term condition
- Start to practice your communication skills with service users and health and social care professionals
- Familiarise yourself with methods of communication used with service users
- Observe health and social care professionals and their roles and responsibilities in delivering care
- Reflect on your learning and identify action points for future practice

References

DH (2007) **Patient pathways**. [Internet] London, DH. Available from:
<http://webarchive.nationalarchives.gov.uk/+http://www.dh.gov.uk/en/Healthcare/Primarycare/Treatmentcentres/DH_4097263>

**Learning activity 9: “Identifying the service user pathway”**

Take some time to read through the notes/letters etc. of a service user and identify the clinical condition(s) and the treatment and care the patient has experienced over the last six months. Produce a flow diagram in your workbook to map the patient pathway using this information

Learning activity 10: “The service users experience of care”

In collaboration with your supervisor identify an appropriate service user you may be able to talk to about their experience of care. If there is not a suitable service user discuss with your supervisor, the typical experiences of service users that engage with the dietetic service within this area and record your findings in your workbook.

Learning activity 11: “The Team Meeting”

Your supervisor will identify a suitable team meeting* for you to attend. You are required to observe one item from the agenda. Read the minutes from the last two team meetings for background information on the topic and its progress. At the meeting observe the following points:

- Who is present at the meeting?
- Who is leading the discussion?
- How do the members of the team contribute to the discussion?
- How is the work to be taken forward and delegated amongst the team?
- How will others working outside the team be included in this work?
- How will the work of the team be communicated with others?
- Are there timescales for this work and how will this be managed?
- How will the teams’ discussion and actions be documented?
- Are there any barriers that might get in the way to achieving this work and have these been considered by the team?

* The team meeting may involve the full team or a smaller sub-group working on a particular topic.

Record your observations in your workbook, without naming individuals to reflect appropriate confidentiality.

**Learning Activity 12: “Skill mix”**

Your supervisor will identify suitable opportunities for you to support this learning activity. The focus of this activity is for you to compare and contrast the different roles and responsibilities of a range of staff working within and/or support the Nutrition and Dietetic service.

Use practice opportunities to observe the range of skills and expertise of staff within the nutrition and dietetic team. This may include staff working in a number of different settings, with a range of patient groups and with different levels of expertise (e.g. Band 5 Dietitians working across acute and community settings, Specialist Dietitians as part of diabetes, oncology, primary care settings, dietetic/nutrition assistants supporting home enteral feeding and health trainers supporting specialist weight management services etc.).

Reflect on your observations in your workbook using the prompts below.

- Outline the roles and responsibilities of a dietetic/nutrition assistant. Try to identify how this differs from a Band 5 Dietitian?
- How do the roles and responsibilities of Band 5 and specialist Dietitians (Band 6 and 7) differ?
- Identify the areas of clinical practice where Dietitians and assistants are working within the NHS Trust?

Learning Activity 13: “Communication using social media and apps”

Social media and apps are becoming an increasing part of how we deliver and monitor interventions as are the use of digital teleconferencing apps

Within this task we would like you to investigate the use of social media in promoting the department you are working in

Investigate the use of apps as part of dietetic interventions and patient care

- What are the social media routes used within a) the team and b) the organisation you are undertaking placement in?
- Identify the apps that clients are using in patient care