

EVOLUTION OF TUTORING

THROUGHOUT PRACTICE PLACEMENT C

These activities target common learning needs at key stages of placement. They aim to enable students to progress their skills from familiarisation (**early**), to proficiency (**mid**), to independence (**end**).

Early stage

- Dry cases to practise documenting steps 1-6 correctly
- Quizzes on blood markers, medications, and protein and calories
- Devise checklists using relevant cases, i.e. reduce ready-made lists - construct lists with them instead
- Opportunities to speak with service users (even those not referred to dietetics)
- Time to acclimate to the ward by prompting specific data collection and engagement with staff
- Case presentations, where you provide 3 questions on the case for the student to prepare separately

Mid stage

- Real cases on which student completes steps 1-6 of assessment as independently as possible
- Clinical reasoning sessions, i.e. question student on the relevance of data in steps 1-6
- Tutor summarises steps 1-6 of an assessment and asks student to devise steps 7 and 8
- Student conducts full assessments while tutor questions/advises after every step
- Roleplay common scenarios requiring BCT, e.g. disengaged, frustrated, sorrowful
- Student MDT working, where students work on a case together, e.g. dietetics and SLT student

End stage

- Observe student conducting an assessment from start to finish and advise on time-keeping
- Clinical reasoning sessions on steps 1-8 of assessment
- Compare plans, e.g. each of you devise a plan for the same service user and compare your reasoning
- Practise handover, e.g. summarising cases verbally and/or how to transfer care to community
- Caseload preparation, e.g. summarise 5-7 cases and ask student to prioritise them

Remember...

- Focus on skills, not specialties
- Encourage students to take a lead in suggesting learning activities
- Do not over-rely on ready-made lists - do activities that prompt a student to construct their own
- Contact Trinity for support at any time

