

Placement profile

Names and roles Lynn Flannigan, Improvement Advisor



Organisations Healthcare Improvement Scotland

Placement overview

We adopted a 2:2 model of placement so that the 2 practice educators could support each other and the 2 students could also support each other. Given the current situation with the pandemic, the placement was fully virtual, being delivered via MS Teams. The practice educators were a Physiotherapist, and an Occupational Therapist, who work in the Focus on Dementia team which is situated in the ihub of Healthcare Improvement Scotland. This team is “Scotland national improvement portfolio for dementia” and helps support the delivery of Scotland’s national dementia strategies. The students were provided with a project brief; in this case it was around involving carers in dementia care. The project brief also specified what outputs were expected and what learning outcomes we hoped to cover. A range of tutorials and interviews with stakeholders were set up in advance for the students which covered topics such as quality improvement methodology, dementia, physiotherapy contribution to dementia, and involving carers. Given the virtual, project based nature of the placement, we had to give consideration to how the students could demonstrate as many of the learning outcomes included in their assessment form as possible. This included subject matter specific teach back sessions, a case study example, a hypothetical physiotherapy quality improvement project and an evidence summary of their learning.

Supervision: 2:2, remote/long armed supervision, inter-professional supervision.

Lessons learnt:

1. The use of technology provided flexibility during the pandemic
2. Provided real breadth of learning for students, including topics they may not have usually been exposed to such as quality improvement methodology, evaluation, policy and strategy.
3. As practice educators we did have to be creative at times to enable the students to achieve their learning outcomes due to the clinical focus of assessment forms

Top tips for others:

- “We did have to be creative at times given this was a non-patient facing placement to ensure students were able to demonstrate the more clinical learning outcomes expected by the HEI **but by using approaches such as case studies, teach back sessions and hypothetical situations this was absolutely possible.**”

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