

Placement profile

Names and roles

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Placement overview

This placement involved a multitude of new innovations within our Trust. We were trying out a placement in AAU which would follow a patient journey. It was a 3:1 model and consisted of a lot of peer learning. Their placement also featured a QI project with two components. Their placement ran 8-4pm Monday to Friday. Monday to Thursday the students were on AAU prioritising and seeing patients. Friday they worked from home to complete a QI project and self-directed learning and a detailed, evidence based reflection. To aid them with their QI project, we had a Physiotherapist who was on secondment to the Improvement Team meet with the students weekly to make sure they were on track. Their QI project was focused on improving the falls assessment in the therapy initial assessments. They used educational tools, questionnaires and posters to increase staff awareness. They audited this at the start and end of their placement. They also completed a student induction pack for this placement and created a timetable for the first 2 weeks. Evaluation: The students completed peer-learning activities regularly and helped each other depending on their strengths and weaknesses. At the end of the placement, we recorded their placement evaluation both with an anonymous survey monkey and with a video recording so they could feedback about their new innovative placement so we could use this as an educational tool for staff and it has also helped us plan for the next group of students. In the next cohort we plan for them to be heavily involved in the Discharge to Assess pathway- from being in the acute hospital to handing over to the Community teams.

Supervision: 3:1 , Face to face, Peer Learning

Lessons learnt:

1. The students fed back that they would prefer more teaching inbuilt for the first 2 weeks- especially as their patient caseload was so varied.
2. The day spent working from home allowed the students to self reflect and showed some of the best reflections we had seen as a team.
3. The 3:1 model enabled the students to spend time with different therapists and speak to the Educator at different points in the day.

Top tips for others:

QI projects were great to have the students involved in a relevant and useful projects. It also allowed members of the team to see the value in taking students. It also reduced the need for space- which is at a premium during Covid times. The student feedback was really helpful within this innovative placement and their tips will be used going forward. AAU is quite a varied setting, so do ask your educator about pre-reading and any other questions/ concerns you would have about doing a QI project.