



going to **sustainable** eating

## SYMPOSIUM/WORKSHOPS/Breakfasts PROPOSAL TEMPLATE

**17th** International  
Congress of Dietetics  
**GRANADA**  
**SPAIN**  
**2016**  
7, 8, 9 and 10 September

### **General information**

- **Symposiums** can take up to two hours and will offer a strong scientific focus and approach. They
- **Workshops** can take up to two hours and will have a practical, professional and hands on structure. Will be held simultaneously to other workshops. Registration will be needed. Limited places 70-120 attendees.
- **Breakfasts** can take up to one hour and will have an informal set up where all Associations' members - both directors and associates - can discuss a specific scientific or professional subject in an enjoyable and colloquial environment.

Food industry and/or a pharmaceutical company can sponsor the Symposium /Workshop/ Breakfast. Sponsor 's details will be provided as part of the proposal.

### **SYMPOSIUM/WORKSHOPSTitle/Theme:**

#### **Innovative Approaches to Practice Education Delivery: sustaining the future of dietetic education**

#### **SYMPOSIUM/WORKSHOPS Facilitators: Names and main filiation**

Rosanna Hudson, Policy Officer (Education): British Dietetic Association

Sue Kellie, Deputy Chief Executive: British Dietetic Association

Judy Lawrence, Research Officer: British Dietetic Association

Najia Qureshi, Policy Officer (Professional Development): British Dietetic Association

#### **SYMPOSIUM/WORKSHOPS Presenters: Names and main filiation**

Fiona Moor, BDA Education Board Chair: Royal Derby Hospital (Head of Dietetic Services)

Professor Fiona McCullough, BDA Chairman: University of Nottingham (Associate Professor, Faculty of Science)

#### **SYMPOSIUM/WORKSHOPSHistory:**

No. The BDA has produced a guidance document with case studies which will be launched at our flagship event, BDA Live, in March 2016. However, a workshop of the nature we propose for ICD 2016 has not been run previously.

#### **SYMPOSIUM/WORKSHOPS Overview:**

An interactive workshop to encourage dietitians to think broadly about practice education delivery. Presentations will outline the BDA's practice education project, identifying the premise for the work, underpinning research and future opportunities. Focus will be on sustainability of the profession and the raising the profile of dietetics and dietetic education in new and emerging sectors.

Round table discussions will identify innovative approaches to education delivery in social care, third sector, industry and public health as well as considering alternative teaching methodologies including peer learning and inter-professional education, both of which help to ensure the sustainability of the profession.



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### SYMPOSIUM/WORKSHOPS Proposal: All details

In English, with a limit of 800 words: you must include a minimum of 3 references and a maximum of 10 references (will follow the consecutive order in which they appear in the text with the corresponding consecutive numbering in Arabic numerals in parentheses; Vancouver style).

The workshop will be based on the BDA's key education project which investigates the sustainability of dietetic education through the use of innovative sectors and teaching methodologies, and the promotion of the value of transferable skills.

#### **Description:**

Over recent years, the BDA's Higher Education partners have reported increasing difficulties in sourcing practice placements to meet demand. The BDA has now completed phase one of a project to explore alternative practice education pathways in order to ensure that there is the capacity to support the requirements of future generations of student dietitians.(1)

#### ***Breadth of placement***

As demonstrated via the BDA's flagship campaign 'Trust and Dietitian'(2), dietetics now transcends the traditional NHS settings, with dietitians working across a multitude of sectors. The profession has representation in almost all nutrition related fields, including public health, social care, industry (medical nutrition, food manufacture etc), research, community education and sport to name just some of many.

From a student training perspective, students must be equipped with the necessary skills and sector understanding to enable them to work across both traditional and emerging /developing environments. In addition, extending the breadth of placements increases capacity and releases pressure on NHS departments.

The traditional UK model of practice placement delivery has historically been one dietitian to one student at any given time (although a number of different team members might be involved in delivery of the overall placement). This structure reflects the nature of the work of the qualified dietitian within the NHS, who will on the whole, manage their own individual caseload. However, whilst valid, this model is neither sustainable nor necessarily cost or resource efficient for all elements of the pre-registration programme.

In consideration of alternative models of delivery, there is a plethora of research to support the benefits of peer assisted learning (3-5) with students gaining increased understanding of subject matter, enhanced patient liaison skills and improved self-awareness of their own strengths and areas for development as a result.

There are also a number of emerging models of delivery to consider incorporating into the practice placement programme, some of which utilise educational technology. Finally, it is crucial for the profession to demonstrate its role as part of the broader healthcare workforce and thus innovative and successful examples of inter-professional learning will be researched and developed into case studies.



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Stage one of the project produced a broad reaching and informative resource which aims to significantly influence dietetic training in the UK, ensuring its sustainability for the future. The second stage of the project, due to commence in December 2015, will seek to identify and deliver online training resource for practice educators embedding the knowledge and methodologies outlined within the guidance document. Stage 2 will also seek to develop collaborations with emerging sectors and identify opportunities to pilot student placements within these.

Finally, the project seeks to develop dietetic specific guidance which will underpin two soon to be published resources 'Health and Care Professions (H&CP) Practice Education Guidance' and 'Statement' the culmination of a collaborative project between the professions regulated by the UK's Health and Care Professions Council.(6)

### The Workshop

If accepted, the workshop will take delegates on a journey which follows the project from inception through to delivery of Stage 1 and the thinking behind Stage 2. Drawing upon key research underpinning health education delivery (as outlined above), it will outline the BDA's plans to develop a sustainable approach to the education of future cohorts of the profession to ensure that upon graduation, they have the transferable skills and knowledge to add value in whichever sector of dietetics they choose to enter into.

It will consider the practical training required to ensure that the dietetic workforce we produce is equipped to become the Advanced Practitioners of the future, with the ability to forge key roles at the forefront of healthcare education, research management and delivery.

An integral element of this proposal is the round table discussion groups, whereby delegates will be invited to participate in a series of interactive debates focussed on approaches to delivering dietetic education in non-traditional (non-acute) sectors, for example: social care, third sector, industry, armed forces, public health, community care etc. There will also be an opportunity to identify alternative teaching methodologies (inter-professional learning, simulation, peer learning) and consider how there are being embedded within the acute sector and beyond. (7-10)

Each table will be presented with a sector case study from the BDA's practice education project to consider and discuss, identifying alternative approaches and examples of activity. This will be an excellent learning opportunity for delegates from all represented nations to share examples of innovative practice and learn techniques and approaches from each other, which can then be implemented within their home countries.

(1) British Dietetic Association: Practice Education Guidance and Case Studies (2015)



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- (2) British Dietetic Association: Trust a Dietitian Campaign <http://www.trustadietitian.co.uk/> (2015)
- (3) Kershaw, R: Peer Assessment and Feedback: opportunities for implementation in dietetic practice education: Investigations in University Teaching and Learning (2010)
- (4) Glynn L G, MacFarlane A, Kelly M, Cantillon P, Murphy A W (2006) Helping each other to learn – a process evaluation of peer assisted learning: BMC Medical Education (2006)
- (5) Lynam, Ann-Marie et al (2015) Development of a framework to facilitate a collaborative peer learning 2:1 model of practice placement education. *Nutrition & Dietetics*. Volume 72, Issue 2, pages 170–175, June 2015
- (6) British Dietetic Association: Health and Care Professions (H&CP) Practice Education Guidance' and 'Statement' (2015)
- (7) Roberts, N. et al. (2009) Innovative model of clinical education in dietetics. *Nutrition and Dietetics* 66: 33-38
- (8) Gaba, D. (2004). The future vision of simulation in health care. *Qual Saf Health Care*. Dietitians Association of Australia (DAA) (2011). Final Report on Simulated Learning Environment Project conducted for Health Workforce Australia
- (9) Davis, Anne (2015) Virtual Reality Simulation: An Innovative Teaching Tool for Dietetics Experiential Education. *The Open Nutrition Journal*, 2015, 9, (Suppl 1-M8) 65-75
- (10) Plint, H., Ball, L., Hughes, R., Desbrow, B. (2015) Ten-year follow up of graduates from the Aspiring Dietitians Study: Implications for dietetic workforce development *Nutrition and Dietetics*, Article first published online: 24 Sept 2015.

**Proposed Program**

<b>Title(s)</b>	<b>Time</b>	<b>Speaker(s)</b>
Outlining the current UK dietetic education system and the premise for the project	<b><u>15 mins</u></b>	Fiona McCullough
Project delivery, covering: <ul style="list-style-type: none"> <li>• Methodology of approach</li> </ul>	<b><u>25 mins</u></b>	Fiona Moor / Judy Lawrence



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<ul style="list-style-type: none"><li>• Findings</li><li>• Key research underpinning the project</li><li>• Output</li></ul>		
Project impact and sustainability of the profession: Creating the advanced practitioners of the future	<b><u>20 mins</u></b>	Fiona McCullough
Round table discussions and feedback	<b><u>60 mins</u></b>	BDA Staff facilitators

**Please include a picture of the speakers:**