

Practice setting: Split placement – Non-patient facing at Health Education England with National AHP Leadership Team and Southern Health Foundation Trust MSK Department

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Models of supervision used

- Long-armed supervision
- Multiple staff supervision

Overview of student placement

We set up a split placement with HEE and a virtual clinic at Southern Health NHS FT. This involves 3 days a week at HEE and 2 days a week at Fareham Hospital doing telephone assessments with patients.

The HEE placement is virtual and the practice educator is Beverley Harden (Allied Health Professions Lead for HEE). With this side on placement, Char is working on leadership and management skills, by completing a student innovation project about how Covid-19 has affected placements for physio students. She goes to virtual meetings for most of the day, where she meets many people within HEE and also many external people from NHS improvement, employer, and some people from Universities and trusts.

For the clinical side, Char is based at Fareham Community Hospital, with Anna Gudgeon (lead physio) as the practice educator. This service is an MSK outpatient setting but currently Covid-19 has stopped all face-to-face consults here, so Char is doing telephone consults with patients. Video consults are being developed for this service soon, but while this isn't available, she is working on developing and mastering a competent subjective assessment over the phone with patients. Alongside this she is also using case study work with Anna to demonstrate her skills to reach her learning objectives for the placement to be graded.

Char is writing a blog as part of her placement (<https://www.hee.nhs.uk/news-blogs-events/blogs/innovative-approach-placements>).

Typical Week

Monday, Tuesday and Friday Char is with HEE doing the remote placement working on my AHP student innovation project for clinical placements. She also attends online video meetings with members of HEE who all have different roles and she is able to be involved in decision making within these meetings. This helps her to share a student voice but also to observe how senior leaders communicate and lead. On a Wednesday and Thursday Char is in Fareham Community Hospital doing online phone consults with patients and also working on case studies and delivering presentations on her learning. She works with different members of the physio team here, but Anna is her main educator.

Example timetable

Day:	An average day:
Monday (HEE- virtual) 9-5	<ul style="list-style-type: none"> - Meeting with professional bodies to discuss the placement innovation workshop being launched. - Talking to clinical fellows in HEE and their journey to their current job - Meeting with the regional teams to discuss how Covid-19 has affected them- what they are doing - Debrief with Bev to discuss the day and meetings attended
Tuesday (HEE- virtual) 9-5	<ul style="list-style-type: none"> - Online research module training to learn about clinical research - Meeting with Clever Together (crowdsourcing experts!) to discuss the launched placement innovation platform and how we are going to analyse and present the data. - Observing Beverley's meeting with different AHP's talking about Advanced Clinical Practice - Debrief with Bev to round up the day and make plan for Friday
Wednesday (SHFT- clinical) 8.30-5	<ul style="list-style-type: none"> - Complete 2 new patient MSK assessments via the telephone sat next to my supervisors - Listen in to other clinician's telephone consults - In service training: different each week, take it in turns to present. - Time to complete reflections/ own research - Present my own patient to educator
Thursday (SHFT- clinical) 8-2	<ul style="list-style-type: none"> - Complete 2 new patient MSK assessments via the telephone - Complete any follow ups I have booked in - Listen in to specialist MSK meeting to discuss problem patients with the whole PT team
Friday (HEE- virtual) 9-4.30	<ul style="list-style-type: none"> - Begin analysing data from the placement platform and pick out common themes to present in webinars to the public. - Working with Paul Chapman (national AHP programme manager) and listening to his meetings about returning to practice. - Meeting with Bev to discuss how the week has went/ any reflections - Begin writing my blog about the last few weeks.

What worked well?

From Char

- The support from both my educators. Even remotely, I feel very supported and well looked after!
- Learning about more management and leadership of the NHS and not purely just clinical skills. It has really opened up my eyes to what goes on in the wider world and how the NHS is ran and improved.
- Learning new clinical skills that can be completed over the phone which can be used for the future as we may be in this position for a while.

From Bev

- Great university preparation and help.

- Being asked curious questions about why we are doing what we are going - which is truly marvellous.
- Knowing we are practicing what we are asking others to do by innovating placement opportunities.
- Working together as adults to make it work and seeing the pleasure/shock on others faces when you introduce her!!

Did you evaluate the placement?

Char: I am in the 3rd week of my 8-week placement and I am reflecting at the end of each week to see what I have learned. It has surprised me how much I can learn by doing a remote placement and how supported I am by my educator. But also I was apprehensive about not having a hands-on MSK placement, but this is not disadvantaging me as I am learning really important communication and questioning skills.

Top tips to others

From Char

- Do not have pre-conceived ideas of a virtual placement such as it won't improve you as a student
- Open your eyes to the wider world of placements beyond patient facing
- Understand that we are adapting to the changing world daily, and that some things may not always be straight forward!

From Bev

- prep don't try and do on your own
- brief/debrief work as adults to make it work
- support uni to ensure both parties prepared

From Sophie

- Be brave
- Do not be constrained by the 'level' of student - any level of student can have valuable learning experiences from a range of settings.