



# PBL Expansion: TU Dietetics

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[tees.ac.uk/health&lifesciences](https://tees.ac.uk/health&lifesciences)

January start  
Accelerated Masters

PBL-B  
June – August  
487.5 hours

Sept finish  
21 months

PBL-A  
March / April  
75 hours

PBL-C  
February – April  
487.5 hours

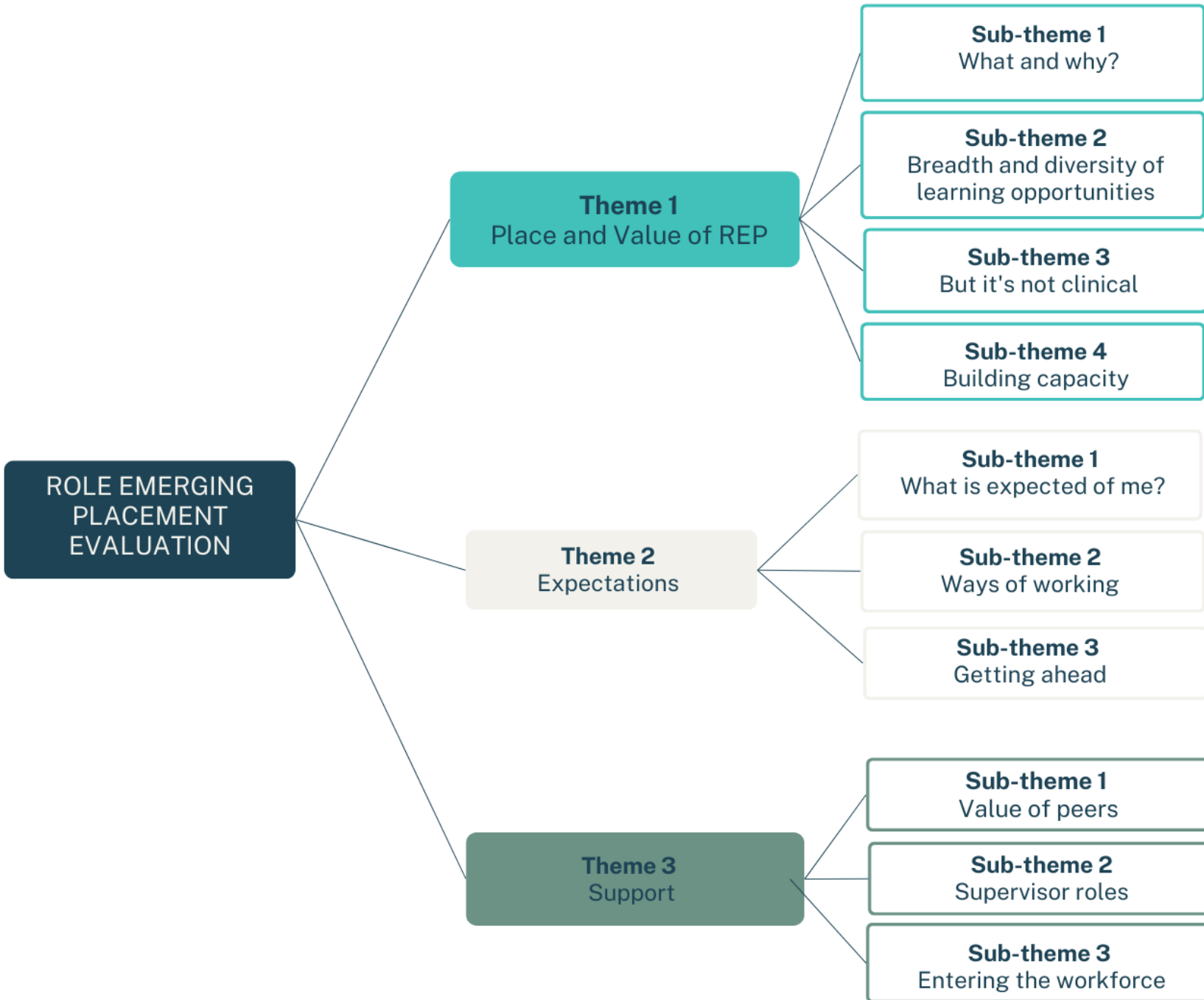
# EVALUATION OF PBL EXPANSION

Jan 2021 cohort

Series of 7 focus groups over two placement points

- 12 clinical educators
- 9 learners (5x B's, 4x C's)
- 8 non-clinical educators

Transcript data analysed via directed content analysis



# PLACE AND VALUE OF NON-CLINICAL PBL

## WHAT AND WHY?

*“To help different businesses or like different organizations kind of understand what [the] dietitians role is and how they can use a dietitian within their workplace”* **Learner**

*“it’s then giving us more graduates coming through to fill those gaps of the hundreds of vacancies that we’ve got”*  
**Clinical educator**

*“I think as staff we don’t have clarity on what the non traditional placements are providing”* **Clinical educator**

*“Looking at alternative placements, looking at kind of non NHS placements as a way of kind of broadening the opportunities and experiences for the students”* **Clinical educator**

# PLACE AND VALUE OF NON-CLINICAL PBL

## BREADTH AND DIVERSITY OF LEARNING OPPORTUNITIES

### Research

- Data entry / analysis
- Collaboration with hospitals
- Abstract submission
- Writing methodology for SR
- Presenting to research teams
- Peer reviewing

### Community

- Creating nutritional education resources for eco shops, schools
- T2DM prevention
- Workplace health
- Malnutrition prevention within care homes
- Adapting PH resources for ethnic minority groups
- Updating PH library resources

### Residential & social care

- Menu analysis and re-design
- Design and delivery of staff training
- Shop re-design
- Incentive schemes
- Resident group education



## NON-CLINICAL PBL PROJECTS

- **Building capacity**
- Disease prevention & health protection
- Co-production
- Understanding systemic barriers
- Lasting impact
- Adapting to challenges

# Teesside University students promote healthy habits in adults with learning disabilities

👤 Lyla Gill · 29 September 2022

🔗 MEMBER FOCUS | Practice-based learning

bda.uk.com

NON-CLINICAL  
PBL

## *Non-clinical practice-based learning – a case study*

We are **Jessica Pearse** and **Sophie Kendall**, and we are currently studying MSc Dietetics at Teesside University in our first year of a two-year course

**W**e undertook our practice-based learning at a residential village for people with learning disabilities and other needs. The supported living village is part of a national charity and not-for-profit organisation, Camphill Village Trust. This was our Placement B, which was over 13 weeks from the end of May to August. As it was far to travel, we moved down to the North York Moors for the duration.

The residential village and wider organisation have a strong focus on co-production and supporting





# PLACE AND VALUE OF NON-CLINICAL PBL BUT IT'S NOT CLINICAL

*“Luckily everyone that we’ve had so far has been fabulous, which has been excellent, but I do feel that is just by chance. I don’t feel that’s gonna happen in every instance”* **Clinical Educator**

*“The registration is very much around the clinical ability to put the nutrition into practice. That’s the whole point in the registration and I’m assuming that’s why these people have gone on this course”* **Clinical Educator**



# EXPECTATIONS

What's expected of me?

Ways of working

Getting ahead

*“Like we would say we want this to be in by a deadline of end of day next Friday. This needs to be done by Friday but how you do it we don't mind. And appointments and things we're fine with and they'd email saying I'm just gonna pop out for half an hour is that ok? And of course that's fine but please you don't have to ask me”*  
**Non-clinical educator**



*“It's been a quite nice change in pace compared to the clinical, so it's much slower, which at the same time is scary and stressful in itself because you don't really know if you're doing what you're meant to be”*  
**Student**

# SUPPORT

## The value of peers

*“we loved being able to kind of chat and share our frustrations but also when things went well, we really were excited and celebrated those together and it was just having that support”*  
**Student**

## Supervisor roles

*“I did find the support onsite was lacking but I kind of made up for that in reaching out to my link academic tutor”*  
**Student**

## Entering the workforce

*“It creates a lot of anxiety trying to get a job because in my mind well, the dietitians perhaps will be very negative towards me and push me and sort of blame me and just say that I’m not capable just because I haven’t had the same experience, which damages confidence and creates the anxiety, then you can’t really work very effectively when you’re in that state of mind”*  
**Student**



## NEXT STEPS

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