



Lancashire Teaching Hospitals

NHS Foundation Trust

AHP Clinical Placement Innovation



The aim of this resource is to highlight the innovative progress which has been made within Lancashire Teaching Hospitals Foundation Trust to provide learner placement opportunities for Allied Health Professionals.

The requirement to increase placement capacity has been supported by Health Education England, in the clinical placement expansion programme, to support provision of excellent quality and innovation in placement delivery for this professional group, whilst also supporting the drive towards an increased workforce of the future.

This document showcases the placement opportunities which have been created for learners at our Trust. It demonstrates examples of excellent clinical education practice amongst Allied Health Professionals within this organisation and provides an oversight of these opportunities for all who may want to utilise these placement opportunities or initiate the same placement opportunities within their own clinical area.

To support the AHP learner experience within this trust we have:

- Introduced E-learning AHP Trust Inductions including the relevant Trust information and mandatory training resources

- Updated the Health Academy Allied Health Professional information regarding placement profiles and information regarding each profession with the local Higher Education Establishments with whom we provide clinical placements [Allied Health Professionals - The Health Academy \(lancsteachinghospitals.nhs.uk\)](http://Allied Health Professionals - The Health Academy (lancsteachinghospitals.nhs.uk))
- Centralised our resource of learner induction booklets and displayed them on our Health Academy Webpage
- Commenced with face-to-face inductions for the first day of clinical placement with the Student Trainee and Placement Support Team



Examples of new clinical AHP placements at LTHTR created in 2021

Occupational Therapy Role emerging placement in Trauma Orthopaedics



Two learners completed a role emerging placement whereby they were based with the ward nursing staff to support in-patients within the Trauma and Orthopaedic wards. The patients they were working closely with all had a cognitive impairment and required enhanced care support. This was a non-traditional role emerging placement; therefore, day to day supervision was within the ward nursing staffing structure. Supervision and assessment were provided through weekly links with a named Occupational Therapist who works within another service in the Trust.

Learners within this placement:

- Provided interventions with clients who lacked insight and orientation and established interventions to optimise cognition within an acute hospital setting
- Linked with the Dementia Specialist Nurse to use resources to support the client group in reality orientation and anxiety management
- Worked with the ward in utilising interest checklists and individualising care for this client group
 - Updated the Forget Me Not personalised information
- Provided patient centred enhanced care using a PEO model focusing on personal, domestic and instrumental activities of daily living

Date: 12.7.21 - 13.8.21

Location: Wards 14 and 16

[Placement profile](#)

Occupational Therapy Role emerging on the acute medical ward at Chorley Hospital



We have created a role emerging placement whereby the learners would be based with the ward nursing staff to support in-patients on Rookwood A ward at Chorley Hospital. This ward is an acute medical ward with an emphasis on supporting patients who have new or pre-existing cognitive impairment and may require enhanced care support. We are currently awaiting our first cohort of students to utilise this placement opportunity. This is a non-traditional role emerging placement; therefore, day to day supervision is within the ward nursing staffing structure. Supervision and assessment will be provided through weekly links with a named Occupational Therapist who works within another service in the Trust.

Learners within this placement:

- Provide interventions with clients who lack insight and orientation and will establish interventions to optimise cognition within an acute hospital setting
- They can link with the dementia specialist nurse to use resources to support the client group orientation and anxiety management
- They will work with the ward in utilising interest checklists and individualising care for this client group
 - They may update the Forget Me Not personalised information
- They can provide patient centred enhanced care using a PEO model focusing on personal, domestic and instrumental activities of daily living

The role emerging nature of this placement opportunity means that the emphasis is on the learner to maximise the opportunities which the placement specialty provides, to implement Occupational Therapy Skills and knowledge in practice; therefore, the methods by which the learning outcomes are achieved can be negotiated with the ward environment and the Occupational Therapy assessor.

[placement profile](#)

CLiP Dietitians

Our recent Dietetic Students worked within the Collaborative Learning in Practice model, also known as the Peer Assisted Learning model.

Peer Assisted Learning involves learners facilitating discussion sessions together, between themselves. Learners work together on various activities that address the academic needs of both students.

This model enriches learners' learning and can aid both subject understanding and act as a platform for developing learners' academic literacies and skills.

For the Clinical Educators/Supervisors the experience provides not only the opportunity to refresh their subject knowledge, but also to develop employability skills such as leadership, facilitation, project management, communication and inter-personal skills.

It is important to note that Peer Assisted Learning is not teaching by learners teaching other learners; the sessions present an opportunity for participants to discuss clinical activities or to improve information or academic literacies through shared discussion.

Testimonial from a Dietitian Learner

"After 16 weeks of placement, University has finished and I am so pleased to say I received a 1st! Thank you for having me at LTHTR; I couldn't have asked for a better team to learn from".

Testimonial from the AHP Student Lead

"This was our first experience of Peer Assistant Learning and it was a great success!"

Dates: 01/06/21 -17/09/21

[Dietetics.pdf \(lancsteachinghospitals.nhs.uk\)](https://www.lancsteachinghospitals.nhs.uk/dietetics.pdf)



Peer assisted learning in placement education

1 - Please view the impact of this new placement model in the Dietetic team: <https://vimeo.com/647285581/12372f03fc>

2:1 placement



A number of AHP professions have utilised a 2 to 1 approach whereby they have 2 learners to one educator on their placement.

A key example of this working in practice was within the Hand Therapy service whereby 2 learners shared one placement. They opted to do this by sharing a work-based project creating a resource for a specific hand injury and each spent 2 days in a more traditional clinical placement role within the department overlapping on one day per week of the project time.

This resulted in the educator being able to devote attention to each learner individually and resulted in the learners contributing to a service improvement initiative.

Testimonial from the Educator

"I would be keen to support another placement with the 2:1 approach in the future."

Testimonial from the student

"I was initially concerned with the limited days onsite regarding whether I would learn enough to satisfy my learning agreements, objectives and evaluation; however, the placement progressed really well and I enjoyed it. The second part of the placement where we were offsite was to focus on a project to create a patient information leaflet. It challenged me, but mostly for the good. This layout of placement was personally beneficial for me as a mother."

Placement dates 19.04.21-28.05.21

Research placements



The Therapeutic Radiotherapy team have introduced research into their placement timetabling to enable the students to integrate research opportunities at an earlier time within their learning journey and to embed this within the potential research needs within the organisation.

AHP students who are in their 2nd year of education or above now have the ability to attend a 2 day spoke placement opportunity where they have a clinical introduction to health care research in practice.

Within this they learn more about clinical trials, informed consent, terms and abbreviations, career opportunities within research and they work through case scenarios.

Within this they complete the NIHR Good Clinical Practice Certification in addition to working through a booklet to optimise their reflective learning of research by linking with the research team in LTHTRs Clinical Research Facility.

This placement opportunity began week commencing 08.11.21

Digitally remote placement opportunity in Hand Therapy



The Hand Therapy Team across both Royal Preston Hospital and Chorley Hospital now has the capacity to provide digitally remote elements for all or part of a clinical placement experience.

This opportunity means that the learner is able to spend experiential learning time with the service users virtually by linking in via video consultations to face to face appointments with the clinician. This could be on site, or via telephone, or video consultation which the therapist may have planned with the service users. This can be used as a partial remote placement opportunity e.g., x2 days per week digitally remote or via a full digitally remote opportunity.

The learner can potentially complement this with project based self-directed work in between the patient consultations.

Learners have found this placement method incredibly flexible in meeting their learning outcomes whilst facilitating additional learners per placement and/or facilitating the health and wellbeing of students by reducing travel demands or supporting them to meet learning outcomes with shielding concerns during the COVID 19 pandemic.

Testimonial from the educator

"The digital element of a placement can be a particularly good opportunity for students to enhance and refine their communication skills. It is a new aspect of healthcare that is most likely here to stay, and it is vital that the next generation of practitioners are able to communicate effectively via this medium. It also challenges traditional methods of assessment and therefore helps students develop here also"

Testimonial from the learner

"The digital aspect of the placement is great as I get to interact with the patient e.g. talking to them directly and asking them about their condition and I can see patient's records such as x-rays, doctors notes and operation sheets and appointments to assist my consultation. I am enjoying it!"

Dates: 27/09/21 -19/11/21

[Core-Therapies-Hands-TECS-placement-CDH.pdf \(lancsteachinghospitals.nhs.uk\)](https://www.lancsteachinghospitals.nhs.uk/Core-Therapies-Hands-TECS-placement-CDH.pdf)

Simulation in Diagnostic Radiography



The Diagnostic Radiography Team has increased their placement capacity significantly and have utilised innovative digital methods of delivering the learning experiences to the larger learner group. This has included:

- Allied Health Professional journal clubs for learners
- Spoke placement opportunities with Nursing and other AHP teams
 - Instigation of simulated placement hours

The introduction of digital methods of enhancing the quality of educational provision in addition to facilitating the increased capacity to accommodate learners has meant the creation of content through virtual and augmented reality to build on experiential learning prior to interventions. Using technology such as Virti (virtual reality), Skilitics (virtual reality) and Hololens (augmented reality) to:

- Be familiar with the use of medical equipment for patient care
 - To effectively communicate with patients, staff and carers
- To understand and work within organisational protocols (e.g., data protection, confidentiality, safeguarding)
 - To be familiar and work within local rules for radiation protection
- To observe and assist in mobile, theatre, complex trauma and patients with special needs

This has supported the learners to have immersive experience of areas such as Diagnostic Radiography work within theatres and critical care prior to practical application in addition. Within this simulation they can answer a series of competency-based questions with which the educator is able to view the analytics and use this as a basis for the focus for the learner's ongoing learning requirements.



2 - Please view the progress made within diagnostic radiography here:

<https://vimeo.com/647286488/b8d1cc4bfc>

Leadership and project-based placements

Within a range of Allied health Professional groups, we have offered project-based elements to clinical placements with varying degrees of leadership skill and emphasis. The project-based element of the placement would be pre-defined with the anticipated learning outcomes measurable.

Some examples of these opportunities which have been undertaken or planned within this academic year at Lancashire Teaching Hospital include:

- **Occupational Therapy in Critical Care:** the non-pharmaceutical management of delirium within CRCU
- **Occupational Therapy in Surgery and vascular services:** designing an Occupational Therapy anxiety management programme for acute amputees
- **Acute medicine clinical improvement project:** designing a pathway for Occupational Therapy intervention for patients who have stepped down to the acute medical wards from the Critical Care Unit
- **Oncology:** developing the role of the OT within head and neck services

Additionally, the Occupational Therapy professional lead has offered to facilitate a Leadership placement opportunity linked with the Core Therapies senior leadership team linked with the Edward Jenner Programme as part of the NHS Leadership Academy.



Project based leadership placement model

3 - Please view the thoughts of Lancashire Teaching hospital clinicians and students who have undertaken a project based clinical improvement project: <https://vimeo.com/647286033/80da711589>

Occupational Therapy Role emerging placement with the Health and Wellbeing Team



We have created a role emerging placement where the learners will be placed within the Trust Health and Wellbeing team. The aim of this placement is to provide an enhanced level of support to staff within LTHTR who may be off work due to sickness or other circumstances. This placement may also offer a service to staff that have recently returned from a period of sickness absence and will link closely with the Health and Wellbeing Team who are in post, such as the clinical psychology service and their physiotherapy service. This type of placement is classed as role emerging because there is not currently an Occupational Therapy service being delivered within this team at present therefore the learners are expected to identify and create the service, delivering interventions and documenting and reviewing these, with the team within which they are based. They have weekly long arm supervision from an Occupational Therapist within the Trust and the Occupational Therapist would work with the learners on their halfway and final reports. The learners would need to collate evidence of their learning to discuss in their supervision.

Testimonial from the Educator:

“This was the first time I acted as an Educator for a role emerging placement within the Trust and the first time I linked with the Health and Wellbeing team. I was slightly apprehensive about the experience prior to commencing it however, I found it inspiring to support the journey of the learners through their placement and the potential for OT services was huge. I found it a positive experience, both in the placement offered but also in the freedom it provided me to be an Educator whilst not having the clinical environment to be able to offer the learners a direct placement with myself and my personal speciality”

HoloLens in Optometry



The Orthoptist team have been part of a national scheme linked with the British and Irish Orthoptic Society. This has meant that the team have a HoloLens augmented reality headset which they can use to live stream their Paediatric Orthoptic Assessments to the Higher Education Institutions whereby a lecture hall of learners can remotely link with the intervention and have a view of the clinicians' assessment from the perspective of the clinician whilst also having a 2 way discussion between the clinician and learner.

Contact Us

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