

Dietitians & the BDA – a partnership for the future

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Head of Education and
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The background of the slide features several decorative elements consisting of concentric circles in shades of blue, resembling ripples in water. These circles are positioned in the lower right and bottom center areas of the slide.

Content



- Examine political and policy environment
- Impact on the profession
- Describe BDA work to support dietitians

It seems to me that what you are taught to do is inherently less valuable than what you learn to do by your own discovery. John Simmons

PEST analysis



POLITICAL

Devolved government but
similar strategic drivers

Community care

Waiting lists

Public health

New ways of working

- Competence based roles
- Skill mixing
- Extending professional roles
- New professions
- Multi-professional working

SOCIAL

Consumerism

Attitude to NHS

Patient empowerment

Patient choice

ECONOMIC

NHS funding

'soft' money

Demonstrating effectiveness

Skill mixing

Market testing

Competition

Commissioning

Agenda for Change

TECHNOLOGICAL

Health informatics

Evidence base

Internet

Skills for health

KSF

Marketing skills

What does this mean for you and the BDA?



- Understand the political environment
- Understand and be able to articulate what we are and the added value a dietitian brings
- Understand local needs and drivers
- Develop services and practice to meet local needs
- Evaluate and disseminate
- Raise the profile of dietetics & dietitians

Education and Professional Development



- Describe dietetics
- Develop dietetics
- Research and evidence based practice
- Raising the profile
- Communicating the results

- The only real security that a man will have in this world is a reserve of knowledge, experience, and ability.

Henry Ford

Dietetic care process



- To guide the description of knowledge and skills required to work with different care groups.
- Inform development of electronic record systems by describing the processes which will need to be recorded and indicating links to other components of the record
- Inform development of quality and outcome measures
- Add a profession specific dimension to an individuals KSF outline, guide CPD and KSF portfolio/profile development
- Support consistent understanding within and external to profession of dietetics of dietetic roles and expectations

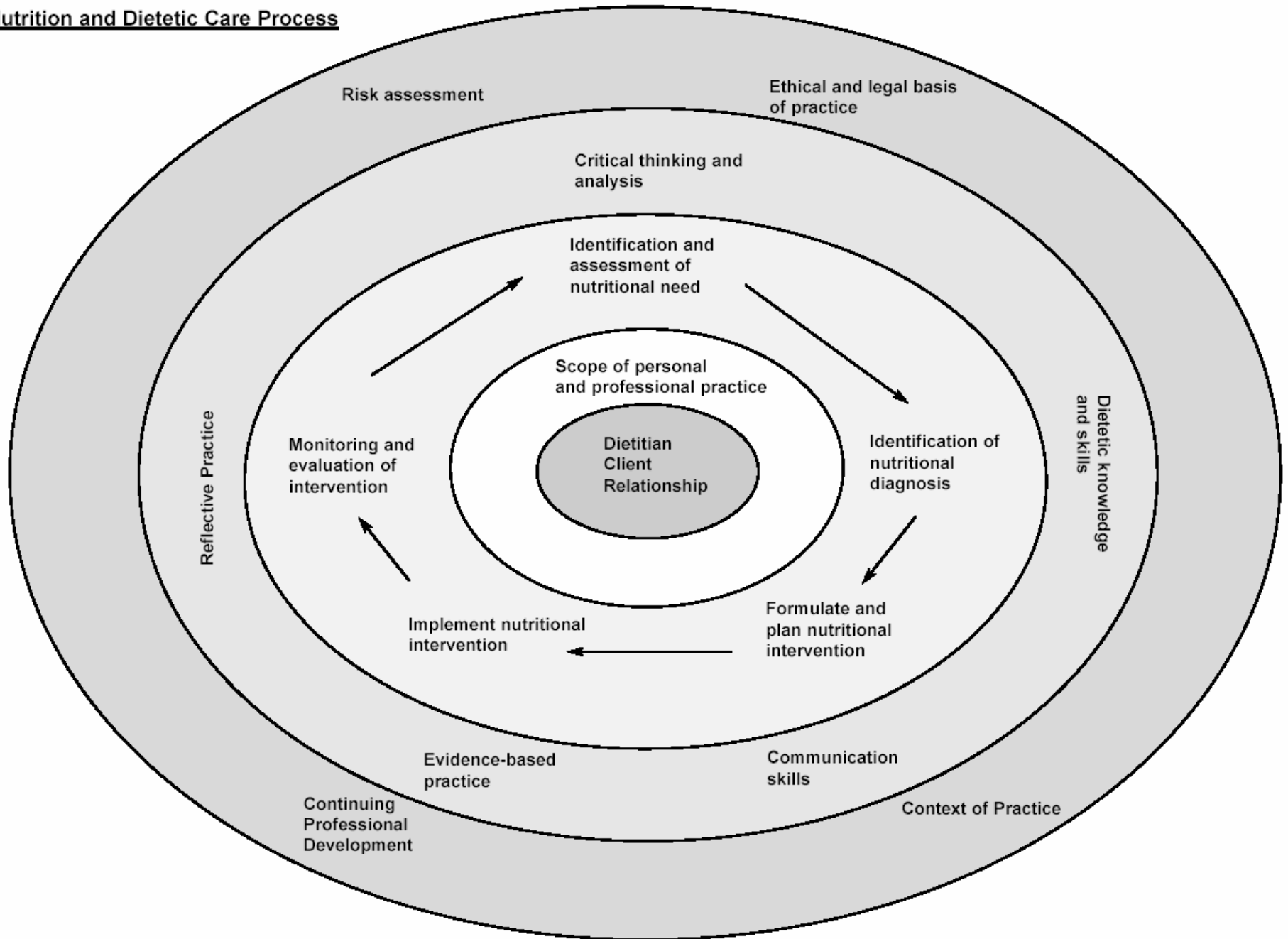
Dietetic care process



- A description of the process of dietetic care which promotes a quality of service
- Reduced variability improves outcomes
- Produces a standard process for the individualisation of care, not a standardisation of care

An investment in knowledge pays the best interest.
Benjamin Franklin

Nutrition and Dietetic Care Process



Developing Dietetics



- Career pathway
- Prescribing
- Role of assistants
- Education
- Guidance and other information

Career pathway



- Need to define competencies at different levels of the career pathway for dietitians
- Define development needs for dietitians at different stages in their career
- Provide this training via CED, specialist groups and others

I did what I knew how to do, and when I knew better, I did better

Maya Angelou

Competence



- Competence is an individual's ability to effectively apply knowledge, understanding, skills and values within a designated scope of practice. It is evidenced in practice by the effective performance of the specific role and its related responsibilities.
- AKA – know what, know how, show how

I've learnt so much from my mistakesI'm thinking of making a few more

Career Pathway



- Practitioner, expert, advanced
- Components of dietetic practice
 - Dietetic practice
 - Guidance/policy/strategy development
 - Professional leadership
 - Education and training
 - Evidence based practice, research and audit

Prescribing



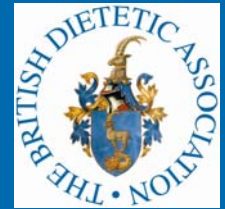
- Patient group directions
 - Phosphate binders, orlistat, insulin, pancreatic enzymes, parenteral nutrition
- Adjustment of medication under protocol
- Supplementary prescribing

Assistants



- Guidance document
- Training & S/NVQ
- Career progression
- Supervision, accountability and delegation of activities to support workers

IT'S VERY IMPORTANT TO
HAVE A BALANCED DIET



Education



- Curriculum and practice education
- MSc in Advanced Dietetic Practice
- Centre for Education and Development
- Continuing professional development

Personally I'm always ready to learn, although I do not always like being taught.

Winston Churchill

CPD



- CPD policy statement
- Reflective model
- Tools to get started
- HPC
- 'Diploma'

To acquire knowledge, one must study; but to acquire wisdom, one must observe.

Marilyn vos Savant

Definition



- *A range of learning activities through which health professionals maintain and develop throughout their career to ensure that they retain their capacity to practice safely, effectively and legally within their evolving scope of practice.*

The great aim of education is not knowledge but action

Herbert Spencer

HPC requirements



A registrant must:

- maintain a continuous, up-to-date and accurate record of their CPD activities;
- demonstrate that their CPD activities are a mixture of learning activities relevant to current and future practice;
- seek to ensure that their CPD has contributed to the quality of their practice and service delivery;
- seek to ensure that their CPD benefits the service user;
- present a written profile containing evidence of their CPD on request.

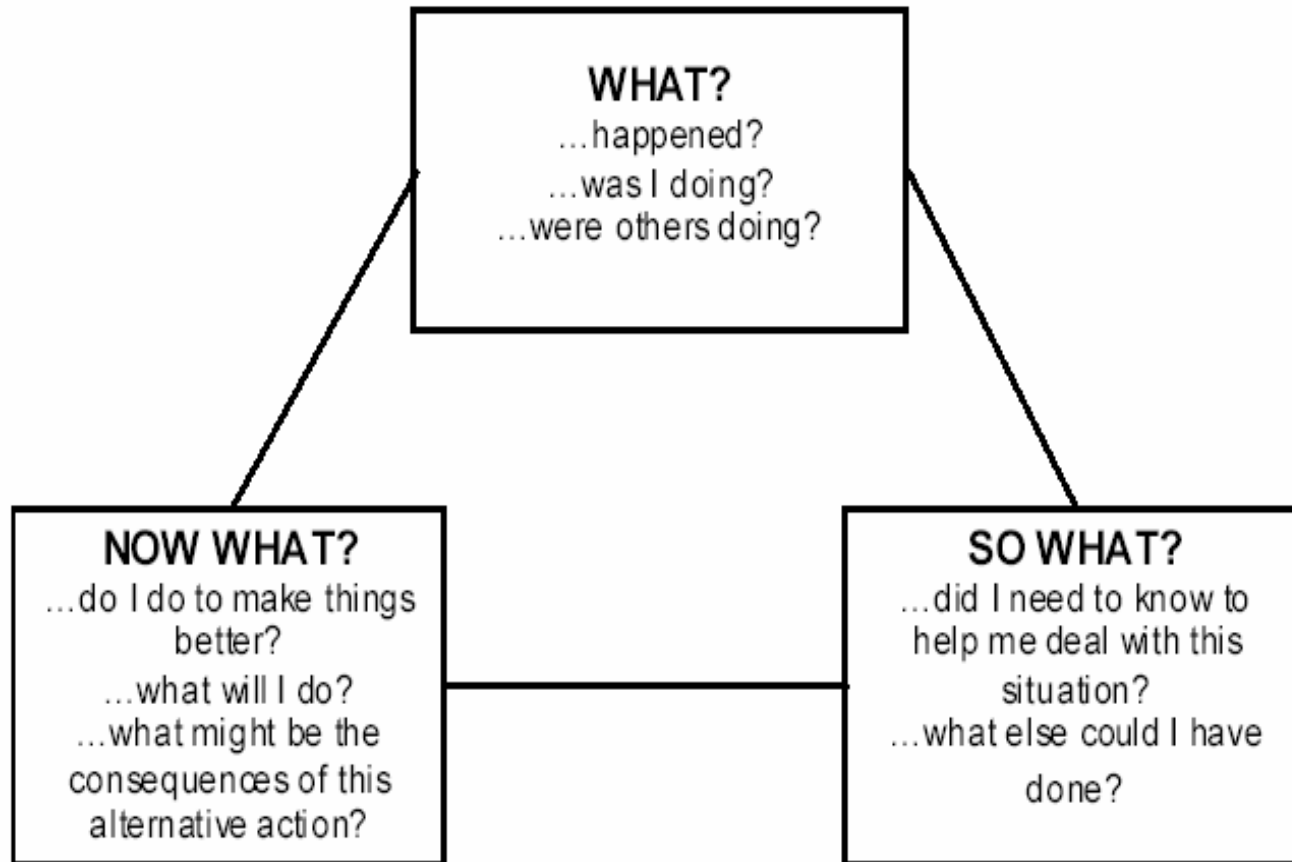
www.hpc-uk.org

CPD policy statement



- Adoption of an outcomes based approach
- Enhancement of service delivery & professional excellence
- Individual responsibility
- Recognition of a range of learning activities
- Establishment & maintenance of a portfolio

Reflective model



WHAT? Descriptive stage of reflection	SO WHAT? Theory and know ledge building stage of reflection	NOW WHAT? Action-oriented stage of reflection
<p>What is the</p> <ul style="list-style-type: none"> • problem • difficulty • reason for being stuck • reason for feeling bad • reason we don't get on etc? <p>What was my role in the situation?</p> <p>What was I trying to achieve?</p> <p>What actions did I take?</p> <p>What was the response of others?</p> <p>What were the consequences:</p> <ul style="list-style-type: none"> • for my patient • for myself • client/student • for others <p>What feelings did it invoke:</p> <ul style="list-style-type: none"> • in the patient/client • in myself • in others? • <p>What was good/bad about the experience?</p>	<p>So what does this tell me/teach me/imply/mean about:</p> <ul style="list-style-type: none"> • me • my patient/client • my student • others • our relationship • my patient's/client's care • my service • the model of care I am using • my attitudes • etc,etc? <p>So what was going through my mind as I reacted?</p> <p>So what did I base my actions on?</p> <p>So what other know ledge can I bring to the situation?</p> <p>So what could be done to make it better?</p> <p>So what is my new understanding of the situation?</p> <p>So what broader issues arise from the situation?</p>	<p>Now what do I need to do in order to:</p> <ul style="list-style-type: none"> • make things better • stop being stuck • improve my patient's care • resolve the situation • feel better • get on better • improve my effectiveness • etc etc? <p>Now what broader issues need to be considered if this action is to be successful?</p> <p>Now what might be the consequences?</p>

Research, audit & evaluation



- Informatics, information management & record keeping
- Audit & research
- NIHCE
- Framework for development of professional guidance
- Outcomes and quality indicators
- Risk

To err is human, to cover up unforgivable, to fail to learn is inexcusable

Professor Sir Liam Donaldson

Raising the profile



- Consultations
- Food, nutrition and health policy officer
- Food, nutrition and health policy group
- Public affairs agency
- Extended roles & service redesign
- Role of dietitian in public health
- PR role

Communicating



- Dietetics Today
- Circulate
- Website www.bda.uk.com
- Council roadshow
- Conference
- Telephone, e-mail

Thank you
Questions?

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