

GUIDELINES FOR THE PUBLIC HEALTH COMPONENT OF PLACEMENT THREE

Contents

List of tables.....	2
List of figures	2
1 Requirements of the Public Health Component	3
1.1 Learning outcomes for Public Health Component.....	3
1.2 Understanding the application of the Nutrition and Dietetic care process in Public Health.....	5
1.3 Undertaking one stage of the Nutrition and Dietetic Care process within the context of a Public Health project.....	6
1.4 Communication of findings.....	7
2 Assessment of Public Health Component	7
2.1 Placement Assessment.....	8
2.2 Academic Assessment.....	8
Appendices.....	9

List of tables

Table 1 Placement related learning outcomes applicable to the public health component of placement three.....	3
Table 2 Academic related learning outcomes applicable to the public health component of placement three.....	4

List of figures

Figure 1 Nutrition and Dietetic Care Process	5
Figure 2 Public Health Outcomes Framework.....	7

1 Requirements of the Public Health Component

Placement three is fourteen weeks duration in total, three weeks of which will be allocated to applying the nutrition and dietetic care process (Fig 1) at a population level through the completion of a Public Health project. The public health component may either be a consecutive three week block or the project may be staggered throughout placement three with specific days allocated to the completion of the public health project.

1.1 Learning outcomes for Public Health Component

Students should demonstrate competence in a number of placement three related learning outcomes with respect to the public health component of placement three. The specific placement related learning outcomes are outlined in Table 1 below.

Table 1 Placement related learning outcomes applicable to the public health component of placement three

Learning Outcome	Description
1	With minimal guidance, demonstrate the ability to identify, collect and interpret relevant information and evidence from the range of sources available.
2	Independently formulate and justify appropriate nutrition and dietetic diagnoses.
3	Develop suitable intervention options.
4	Design an action plan for achieving the specified goals.
5	Design a process for reviewing, monitoring and evaluating interventions
6	Understand and demonstrate reflective practice and consistent professional behaviour in accordance with the legal and ethical boundaries of the dietetic profession and the requirements of the Health Professions Council.
7	Communicate effectively in all areas of dietetic practice.

In addition to meeting the placement learning outcomes outlined above the student's public health project should meet three academic learning outcomes (Table 2). These are;

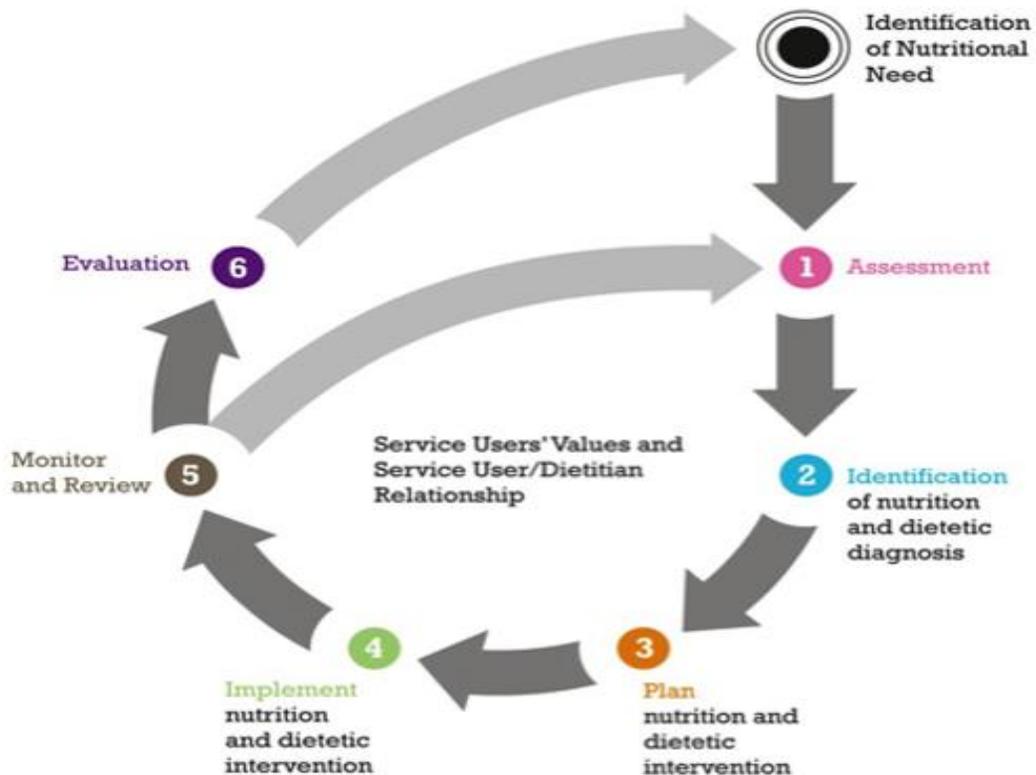
Table 2 Academic related learning outcomes applicable to the public health component of placement three

Learning Outcome	Description
1	Demonstrate an ability to integrate underlying nutritional, lifestyle and genetic factors with the aetiology of chronic disease and the public health response
2	Demonstrate a comprehensive understanding of how to undertake a needs assessment, plan, implement, monitor and evaluate a public health strategy
3	Critically evaluate public health strategies to reduce the incidence of nutritionally-related diseases

1.2 Understanding the application of the Nutrition and dietetic care process in Public Health

The public health project should allow the student to understand the application of the Nutrition and Dietetic care process in public health. Specifically, the six stages of this process as illustrated in Fig 1.

Figure 1 Nutrition and Dietetic Care process

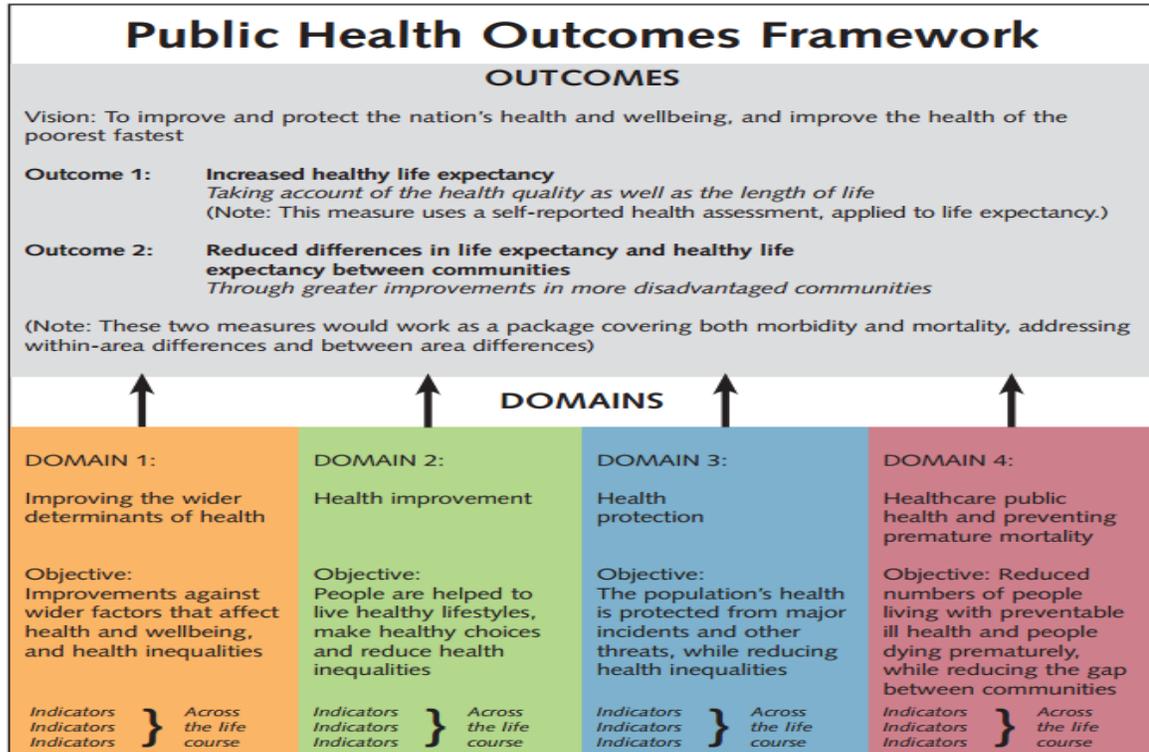


Source: Nutrition & Dietetic Care Process (BDA, 2009). 2012 updated as Model and Process for Dietetic Practice (BDA 2012).

1.3 Undertaking one stage of the Nutrition and Dietetic Care process within the context of a Public Health project

The public health projects which students will have the opportunity to be involved with during their placements are likely to be long term projects or interventions that have timescales longer than the duration of the placement. For this reason, they can undertake a minimum of one of the six stages of the Nutrition and Dietetic Care process during the public health component of placement three. They should however develop their understanding of all stages of the care process in relation to a public health project. For example, a student could conduct a needs assessment (stage one) on a given population as their project and identify nutrition and dietetic priorities. The student could then develop potential suitable intervention plans and outline how these could be implemented, monitored and evaluated. Another example of a project could be the evaluation of a public health intervention (stage six). In addition to increasing their understanding of the evaluation of a public health intervention, the student should demonstrate an understanding of the assessment, identification, planning and implementation stages of the public health intervention. The student would also develop plans for future action. The public health project undertaken should also align with one of the two outcomes from the Public Health Outcomes Framework. It should also be relevant to one of the four domains within this framework (Fig 2).

Figure 2 Public Health Outcomes Framework



Source: Improving Outcomes and Supporting Transparency: A Public Health Outcomes Framework for England 2013-2016

Students can work together when undertaking their public health project if allocated to the placement in pairs but will have individual objectives related to what they are expected to achieve. Appendix 1 outlines an example of a suitable public health project for Placement three. The project timescale should allow time for the planning of the project and the completion of the public health portfolio form (Appendix 2).

1.4 Communication of findings

The public health project will allow the student to further develop their professional and communication skills. Accordingly, the communication of findings from the public health placement is a requirement. This will be achieved through the completion of a public health

portfolio form (Appendix 2) and University assessments. The assessments are explained further in the next section.

2. Assessment of Public Health Component

2.1 Placement Assessment

Students should demonstrate competence in placement three learning outcomes through the completion of the public health component of placement three. As evidenced by their successful engagement with the public health project, students should complete the public health portfolio form which is included as Appendix 2 within this document. The output of their public health project e.g. findings from the needs assessment or evaluation can also be added to their portfolio.

2.2 Academic Assessment

The academic assessment of the public health component of placement three will differ for the undergraduate and postgraduate dietetic students.

For undergraduate dietetic students the assignment will be as follows;

Completion of a written public health report (Appendices 3)

For postgraduate dietetic students the assignment will be as follows;

A poster and oral presentation of this poster (Appendix 4).

The public health portfolio form will form the basis of the reports for the undergraduate students and the poster and oral presentations for the postgraduate students. All students will be required to submit copies of their final assignments to their placement site when they submit this work to university.

Appendices

Appendix 1: Outline of a suitable public health project as part of placement three

Project Title: Awareness of the benefits of Newham's universal Healthy Start Maternal Vitamin Scheme

The public health project integrates with the following outcome and domain of the public outcomes framework;

Outcome 2: Reduce differences in life expectancy and healthy life expectancy between communities through greater improvement in more disadvantaged communities

Domain 4: Healthcare public health and preventing premature mortality

Background to project

Newham's Universal Healthy Start Maternal Vitamin Scheme was launched Oct 2011 and funded by Newham's public health, North East London and the City, until Oct 2013). Healthy Start maternal vitamins (total of 3 bottles) are distributed to all pregnant women in Newham, regardless of their eligibility for the government Healthy start scheme. Women can collect their first bottle of vitamins during their first NUH Antenatal Booking appointment with the opportunity to pick up vitamin their second and third bottle at either NUH antenatal booking centre or at a Children's Centre in the community. Currently the scheme is very successful with a 100% of women receiving their first bottle 1. However, only approx. 20% of women are collecting their second and third bottles of vitamins.

Benefits of scheme

- Improving uptake of the Healthy Start Maternal Vitamins for all pregnant women in Newham
- Preventing Vitamin D deficiency in pregnant women and infants
- Increasing the number of eligible families registering for the Healthy Start scheme
- Newham scheme adds value to the national programme by ensuring all women, regardless of income, receive vitamin supplementation. Ensuring babies are born to mothers with adequate nutritional status aids the future health resilience of infants

Challenges to scheme

- Poor distribution of second and third bottles of vitamins
- Increasing awareness and promotion of Newham's HS scheme (health professionals, pharmacies, GP's)
- Increasing knowledge of benefits of vitamin D among women
- Programme sustainability – selling of vitamins to those not eligible for government Healthy Start scheme.

Project Aim: To determine the awareness of the benefits of Newham's universal Healthy Start Maternal Vitamin Scheme to improve the uptake of the scheme and the nutrition status of the target women and children. To conduct a needs assessment.

Project Target Group

Pregnant women

Project Objectives

- Assess current level of awareness and understanding of Healthy Start Scheme in Newham
- Gain insight into experiences of Healthy Start Scheme what has worked well and what improvements could be made
- Assess level of knowledge of women in Newham about vitamins, supplements and the actions and benefits of vitamin D; effects of lack of vitamin D
- Strategies to increasing awareness and promotion of Newham's Healthy Start scheme among women in Newham, health professionals, pharmacies, GP's

Project Methodology

- Develop structured questionnaire to gather quantitative data regarding Healthy Start scheme in Newham
- Develop focus group topic and conduct

Appendix 2: Public Health Portfolio Form

Section	Description
Title	
Source of project request	
Remit given	
Assessment: <i>(information gathered)</i>	
Dietetic Diagnoses <i>(problem, causes and manifestations)</i>	
Dietetic Management goals and implementation plan	
Review/ monitoring/ evaluation	
Evidence attached <i>(e.g copy of needs assessment, project plan/ evaluation).</i>	
Skills developed by undertaking this project	
Action points for self-development	
This project was completed to an acceptable standard to meet placement three learning outcomes	

Signature of Dietitian

.....Date.....

Signature of student

.....Date.....

Appendix 3: Sample guidance for the public health assignment to be handed in to University on return from placement – Undergraduate Students

The report should be **2,000 words (+/- 10%)**, fully referenced, word processed, **Arial font, size 11**, and **1.5 line spaced**. You should use Harvard referencing style. The recommended structure of the report is outlined for you below, with some guidance on what you should include in each section.

Suggested headings	Approx word count
Section one: Population Description	500
<p>If you completed your placement in a local authority you should describe the populations' determinants of health and health needs as set out in the Joint Strategic Needs Assessment (JSNA). Justify why the population were targeted.</p> <p>If you completed your placement in a private/voluntary organisation you should describe the determinants of health and health needs of a specific population targeted by that private/voluntary organisation referring to published literature where available. Justify why the population were targeted. The reason for this is that the organisation where you completed your placement may not have access to a JSNA.</p>	
Section two: Public Health Nutrition Intervention	700
<p>If you had direct experience of a public health nutrition intervention on your placement, clearly and concisely list the aims and objectives of the intervention. What aspects of the Public Health Framework did the project relate to? Provide a description of the intervention such as modes of delivery used (such as face to face or internet or telephone), the number of times the intervention was delivered and its duration.</p> <p>If you did not have direct experience of a public health nutrition intervention on your placement refer to an intervention published in the literature that is relevant to your population. Clearly and concisely list the aims and objectives of the intervention. What aspects of the Public Health Framework did the project relate to? Provide a description of the intervention such as modes of delivery used, the number of times the intervention was delivered and its duration.</p>	

Section three: Public Health Nutrition Intervention Evaluation	800
<p>Critically discuss the evaluation associated with the public health nutrition intervention you were involved with. You may want to consider whether this intervention met the populations health needs outlined in section one.</p> <p>If you did not have direct experience of evaluating a public health nutrition intervention on your placement, describe what aspects of the public health nutrition intervention you would evaluate. How would they be measured? Outline the rationale behind each aspect you would evaluate.</p>	

Tables and Figures

Each table and figure should be numbered and cited in sequence using Arabic numerals (i.e. Table 1, 2, 3 etc.). Tables should also have a title (above the table) that summarises the whole table. Tables and figures do not count toward the final word count. However, you may be penalised where excessive tables and figures have been used.

Appendices

Appendices should be named "Appendix 1" and so on and should be referenced explicitly by appendix name within the body of the report, e.g. 'The methods used to create this intervention can be found in more detail [see Appendix 1]'. Appendices do not count toward the final word count. However, you may be penalised where excessive appendices have been used.

Academic Misconduct

You are responsible for ensuring that all work submitted is your own, and that it is appropriately referenced. The University does not tolerate cheating of any kind. You are strongly advised to familiarise yourself with the Procedures on Student Academic Misconduct, which list a range of categories of academic misconduct and associated penalties, covering instances of academic misconduct (e.g. plagiarism, collusion). These can be found here:

<http://student.londonmet.ac.uk/your-studies/student-administration/rules-and-regulations/academic-misconduct/>

GOOD LUCK!

Appendix 4: Sample guidance for the public health assignment to be handed in to University on return from placement – Postgraduate Students

This assignment will be linked to the public health component of placement three.

Your poster should be produced in size A0 paper and in **portrait** layout. Space on a poster is limited, so pick wisely what to present. Start with a rough draft of your design on paper, using graph paper or even post-it notes to simulate sections.

Indicative content for poster and oral presentation

Background to the project

- What aspects of the Public Health Framework did the project relate to?
- What was the socio-economic status and the nutritional and health needs of the population
- What were the relevant social determinants of health
- What did the project hope to achieve in relation to public health outcomes?

The intervention

- Describe the intervention and actions taken
- What were the findings of the intervention

Evaluation

- Evaluate the project in relation to the key indicators and outcomes.
- Consider the success of the project
- Were the desired outcome measures achieved and if not what could have been done differently

Academic Misconduct

You are responsible for ensuring that all work submitted is your own, and that it is appropriately referenced. The University does not tolerate cheating of any kind. You are strongly advised to familiarise yourself with the Procedures on Student Academic Misconduct, which list a range of categories of academic misconduct and associated penalties, covering instances of academic misconduct (e.g. plagiarism, collusion). These can be found here:

<http://student.londonmet.ac.uk/your-studies/student-administration/rules-and-regulations/academic-misconduct/>

GOOD LUCK!