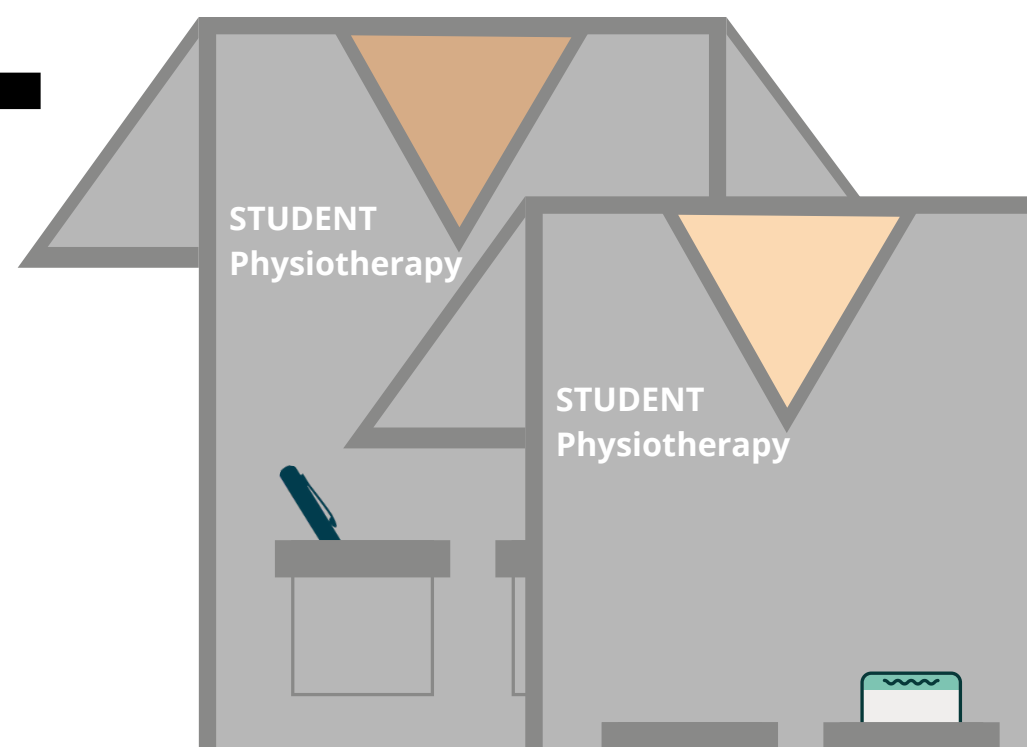


# West Lothian REACT (Placement 1)

Organised by West Lothian Rapid Elderly Assessment Care Team (REACT)



## Details of the Placement

LENGTH:	4 weeks
STUDENTS:	2x Physiotherapy
PRACTICE EDUCATORS:	1 - Senior PT
TYPE OF PLACEMENT:	Peer-Assisted Learning (PAL)
TYPE OF CONTACT:	Blended - online and face to face (both with educators and patients)

## Description

- Both students worked together to plan and lead 2-3x weekly online **Falls Prevention** classes for up to 6 attendees at a time.
- Outwith the classes, the students participated in **domiciliary visits** to patients referred to the service.
- Students were given time prior to classes and visits to conduct **research** into appropriate areas.

## Preparation

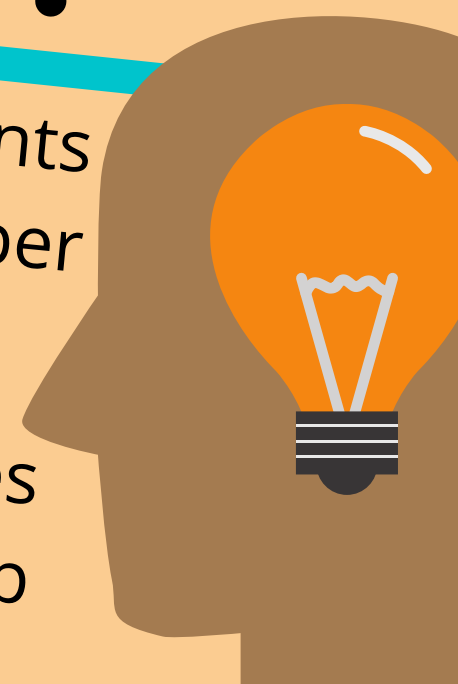
- PE worked with NHS Lothian Virtual Online Classes help team to set up Cysco channel for classes
- PE identified some appropriate participants prior to placement, PE & students worked together to identify more as placement progressed.

## WHAT WENT WELL? *For the team & the students*

- 1** Students valued the **trust & responsibility** awarded to them - this was a brand new area for the REACT team, and students appreciated the importance of this project.
- 2** For the team, the classes allowed 6 patients to be seen in a **timely & efficient manner** with less cost.
- 3** **Positive feedback** was received from all **patients/participants**, and there was great carry over between classes.

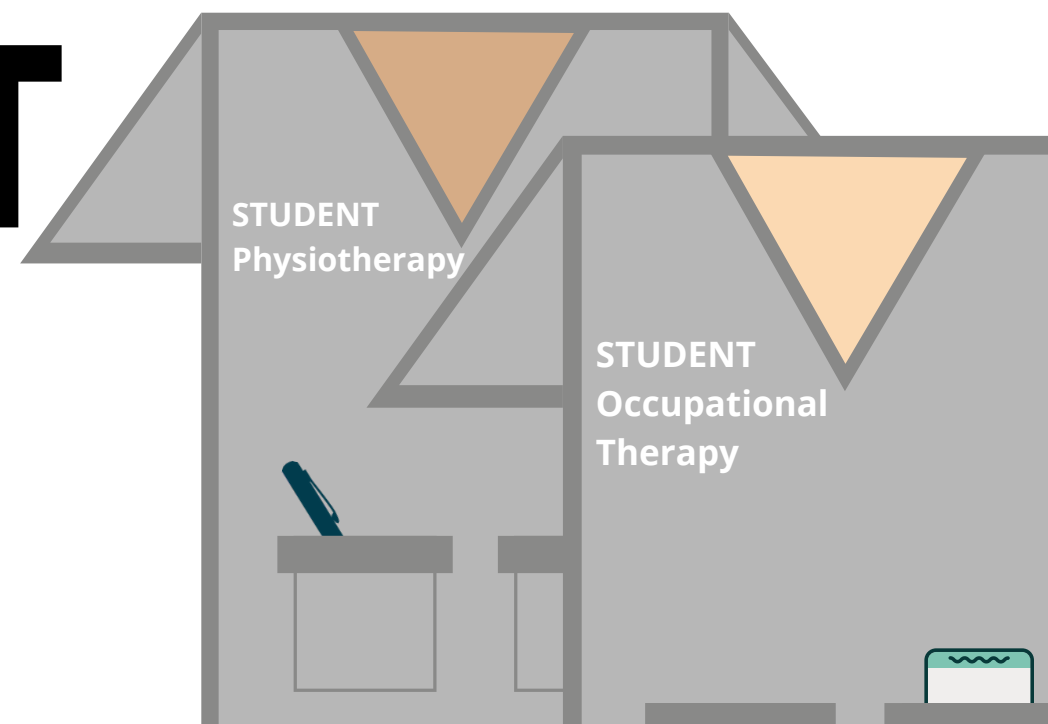
## WHAT WERE SOME LEARNING POINTS?

- 1** **For the Practice Educator:** it was challenging to be the PE for both students for the entire placement - it was felt that having a Practice Educator per student may have eased the intensity.
- 2** **For the Students:** it was challenging to set up, organise and run the classes confidently in just four weeks - it was felt that a longer placement may help the students settle into their roles and make more of the classes.



# West Lothian REACT (Placement 2)

Organised by West Lothian Rapid Elderly Assessment Care Team (REACT)



## Details of the Placement

LENGTH:	8 weeks
STUDENTS:	2 - 1x physiotherapy and 1x occupational therapy
PRACTICE EDUCATORS:	2 - 1x PT and 1x OT
TYPE OF PLACEMENT:	Peer-Assisted Learning (PAL)
TYPE OF CONTACT:	Blended - online and face to face (both with educators and patients)

## Description

- Both students worked together to plan and lead 2-3x weekly online **Falls Prevention** classes for up to 6 attendees at a time.
- Outwith the classes, the students participated in **domiciliary visits** to patients referred to the service.
- Students were given time prior to classes and visits to conduct **research** into appropriate areas.

## Preparation

- Majorly the same as previous placement, however, PE reached out to various other departments to ask for a second PE to be part of the placement.
- The two PEs then worked together prior to and during the placement.

## WHAT WENT WELL? *For the team & the students*

- The longer 8 week placement allowed the **students** to settle into their role and gain **confidence** with delivering the classes.
- Both the PEs and students felt that having **shared learning between the two disciplines** (OT and PT) benefited everyone greatly. The PT student had a great amount of background understanding of exercise/rehab programmes, and the OT Student brought a more practical element to the classes e.g counting coins and zipping jackets

## WHAT WERE SOME LEARNING POINTS?

The only identified area of difficulty for the team was the limited options for **continuation after the placement** had ended - it was felt that continuing the classes would of a great benefit to the team, patients and future students. Investigations have begun into funding classes on a longer term basis for students to run as a **standard placement**, however, nothing has been successfully negotiated so far.

