

EFAD CONFERENCE

Complementarity between clinical practice and education

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Complementarity between Clinical Practice and Education

- Dietitians job needs to provide a positive relationship between educational research and practice.
- The complementarity between theory and professional practice enables better teaching.

Complementarity between Clinical Practice and Education

Education

→ Teacher education must enable a positive relationship between educational research, teaching knowledge and practice.

So...

→ Teaching practice is based on technical knowledge.

Complementarity between Clinical Practice and Education

Education

→ Two popular conceptions of good teaching:

*“The teacher as **craft worker** and as **executive technician**.”*

→ While each of these aspects of knowing reflects the qualities that good teachers need, is insufficient.

Complementarity between Clinical Practice and Education

We argue from principle that:

“In theory, theory and practice are the same. In practice, they are not.”

→ The dietetics practice experience included on education allows the creation of distinct educational solutions.

Benefits from the complementarity?

Complementarity between Clinical Practice and Education

- ✓ **Knowledge** that educational research generates



- ✓ **Knowledge** that teachers need to undertake their job accordingly



Complementarity between Clinical Practice and Education

Teachers professional **practice** is symbolized by a commitment:

→ to attend the need of an increasingly diverse group of learners

Dietitian experience:

- The clinical practice experience on the education allows students to make clinical decisions.

Complementarity between Clinical Practice and Education

Teachers professional practice is symbolized by a commitment:

→ *the use of evidence-based pedagogies*

- ✓ formulating a clinical issue
- ✓ looking for evidence
- ✓ critical evaluation
- ✓ decision-making based on that evidence
- ✓ evaluate

Dietitian experience:

- Integrating the best research with clinical expertise and patient values to achieve optimal **health** outcomes.

Complementarity between Clinical Practice and Education

Teachers professional practice is symbolized by a commitment:

→ *professional collaboration with education partners*

Dietitian experience:

- welcome students to internships;
- to guide students in clinical research.

Complementarity between Clinical Practice and Education

Education expertise – Professional expertise

EDUCATION

- Facilities to access guidelines and scientific literature ;
- Theoretical information

DIETITIAN PRACTICE

- Patients
- Clinical cases

Complementarity between Clinical Practice and Education

EDUCATION



DIETITIAN PRACTICE

- ✓ Critical reflection
- ✓ Best diagnostic or better treatment

→ Research processes and findings may contribute to the richness of reflection required in practical deliberation;

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EDUCATION



DIETITIAN PRACTICE

- Contribute to teachers' technical knowledge;
- Classroom activities in line with clinical practice.

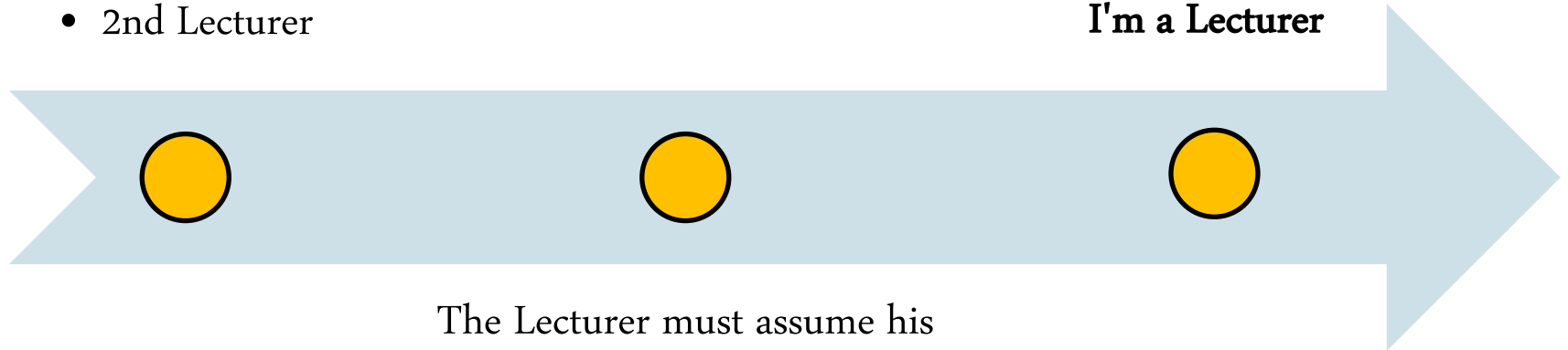
The problem may be... Skills to teacher

Complementarity between Clinical Practice and Education

Paradigm:

- 1st Dietitian
- 2nd Lecturer

**I'm a Dietitian and
I'm a Lecturer**



The Lecturer must assume his identity as a teacher, considering that the teacher will only take up his training if he is recognized as such.

Complementarity between Clinical Practice and Education

I'm a Dietitian and I'm a Lecturer

→ Assuming the need to broaden knowledge about pedagogy;

→ The importance of studies on the different trajectories:

✓ clinical work

✓ involving research.

✓ teaching.

Complementarity between Clinical Practice and Education

I'm a Dietitian and I'm a Lecturer

→ The way in which they are articulated throughout the professional life and at the same time how they (re)create, the dietitian as teacher, contributes to a wider **knowledge extension**.

Complementarity between Clinical Practice and Education

I'm a Dietitian and I'm a Lecturer

→ **Transmission process:**

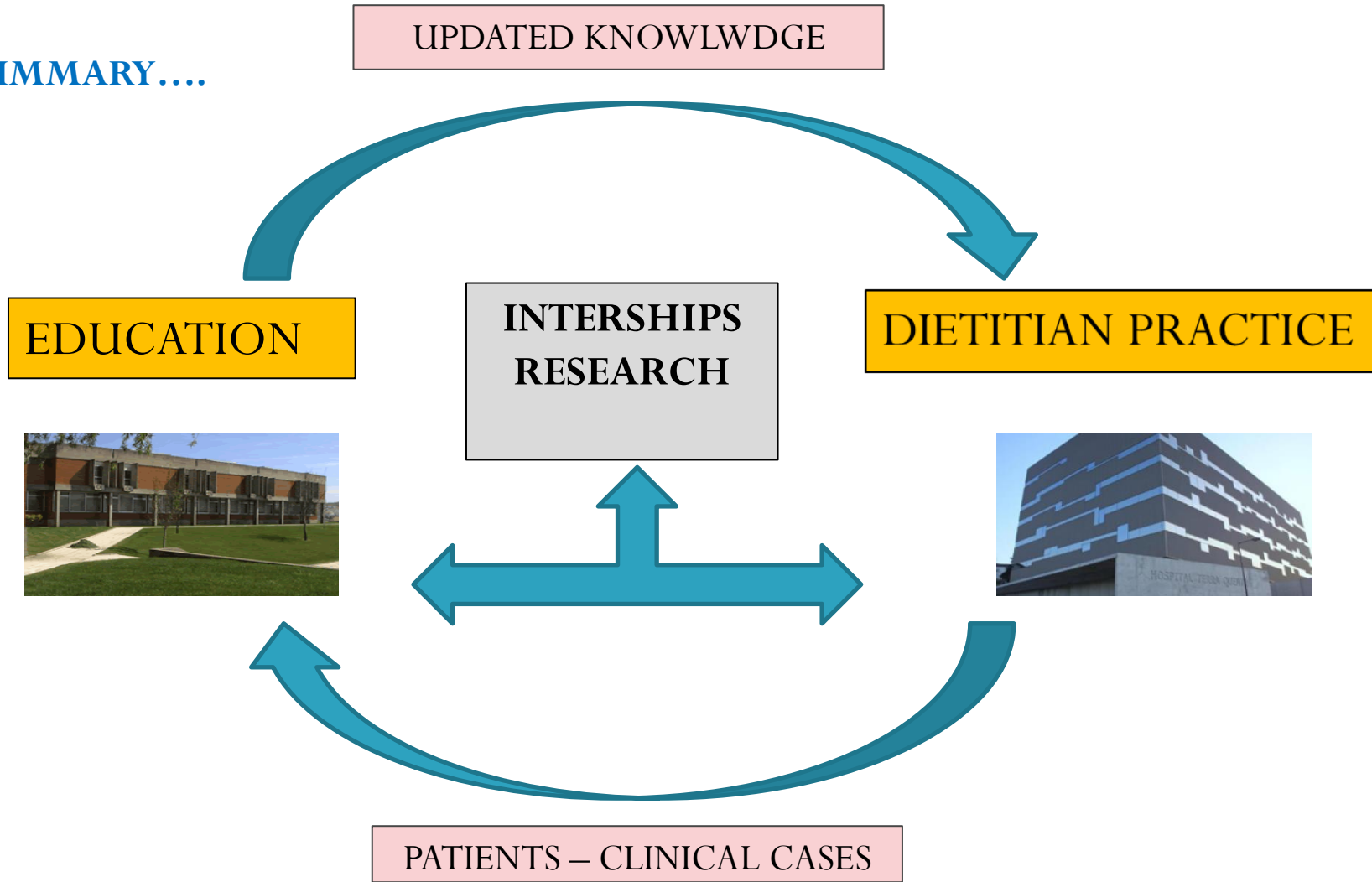
- ✓ It is important to know how to pass it on and to make students focused;
- ✓ The more comprehensive the experience, the more knowledge to convey;

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→ **Transmission process:**

- ✓ It should make the learner learn, and enable him to reproduce;
- ✓ It should make the learner learn, and enable him to reproduce;
- ✓ Have the ability to put into practice the content learned.

SUMMARY....



References:

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