Purposeful reflective practice is crucial to students’ learning and in allied health practice, differentiates between the ordinary and the extraordinary. Despite the importance of reflective practice, the literature and experts concur that this skill is not taught well and by final year students have disengaged from it. Employers want graduates competent at reflective practice and other employability skills such as effective communication, interpersonal skills, teamwork and competency managing a demanding workload.

Question: Can 18 hours of classroom teaching be delivered as Flipped Learning over a two day intensive to prepare final year dietetic students for 40 weeks of placement and introduce employability skills?

Aim: to prepare students through an increased understanding and application of (1) underpinning skills such as reflective practice (2) competency-based learning and (3) an awareness of self and emerging professional identity.

Pre-class: included presenting the basic concepts students needed to remember and understand as byte-sized videos, online narrated PowerPoints with embedded checkpoints, short online quizzes and completing validated questionnaires.

In the classroom: students worked in small teams and using reflective practice applied what they had learned about themselves and from the pre-class work to problem-based scenarios from practitioners, hypothetical client situations and to themselves.

On completion: students submitted a reflection which was peer-reviewed. While on community placement, learnings were further consolidated in fortnightly reflective practice tutorials.

Conclusion: Placement readiness and teaching employability skills can be effectively done through Flipped Learning. Direct instruction moved from lectures to the individual and then in subsequent interactive tutorials, the educators guided students to apply concepts and engage meaningfully in skills for placement and employability.