Practice Placement Module Descriptors

Practice Placement A

**School Responsible:** Biological Sciences

**Module Overview:**
This is an institutional catering placement that facilitates the application of knowledge & skills acquired in the stage 1 modules of food studies, nutritional science and nutrition through the lifecycle.

**Learning Outcomes (LO):**

<table>
<thead>
<tr>
<th>LO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe the processes of meal production, selection, service and delivery within the institutional setting.</td>
</tr>
<tr>
<td>2</td>
<td>Outline how nutrition principles can be applied to food services within the institutional setting.</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate the impact of food service regulations, standards and guidelines on the nutritional quality, hygiene and temperature regulation of food service systems.</td>
</tr>
<tr>
<td>4</td>
<td>Evaluate menus including portion sizes, calorie counting, nutrient profiling, therapeutic diet provision and food allergens.</td>
</tr>
<tr>
<td>5</td>
<td>Assess the limitations of institutional food service systems in the delivery of nutritional care.</td>
</tr>
<tr>
<td>6</td>
<td>Critically analyse the food served in terms of general population recommendations</td>
</tr>
<tr>
<td>7</td>
<td>Assess the importance of integrating nutrition and dietetics in the provision of food services in institutions as part of delivery of optimal care</td>
</tr>
</tbody>
</table>

**Indicative Syllabus:**
This is a four week placement which will expose students to the following areas:
- Institutional catering processes of production, service and delivery.
- Therapeutic diets production, development and evaluation.
- Incorporation of population healthy eating guidelines in institutional setting.
- Impact of food service regulations (including hygiene, safety and allergens), guidelines and standards (including Dept of Health and Council of Europe standards).
- Interdisciplinary working & communication to optimise care.

**Learning and Teaching Methods:**
This module will be delivered over one semester with a total of 140 contact hours. The module will be based primarily on supervised work-based learning.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>0</td>
</tr>
</tbody>
</table>

**Module Delivery Duration:**
This module will be delivered over one semester.

**Assessment**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering team supervisor report</td>
<td>NA</td>
<td>1-7</td>
</tr>
<tr>
<td>Reflective training log/portfolio</td>
<td>NA</td>
<td>1-7</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

<table>
<thead>
<tr>
<th>DT223</th>
<th>DT225</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Derogations from General Assessment Regulations</td>
<td>Pass/fail only; all elements must be passed independently</td>
</tr>
<tr>
<td>(b) Module Assessment Thresholds</td>
<td></td>
</tr>
<tr>
<td>(c) Special Repeat Assessment Arrangements</td>
<td>This placement may be during the summer following year one.</td>
</tr>
</tbody>
</table>
### Essential Reading:
Please see module website for up to date reading material.

<table>
<thead>
<tr>
<th>Version No:</th>
<th>1.0</th>
<th>Amended By</th>
<th>S. Meaney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement Date</td>
<td>Sept 2016</td>
<td>Associated Programme Codes</td>
<td>DT223</td>
</tr>
</tbody>
</table>

# Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

**Date of Academic Council approval** ……………………………
Practice Placement B

School Responsible: School of Biological Sciences

Module Overview:
This is a 10 week practical placement set between community and hospital settings. The aim of this module is to provide an opportunity for the learner to begin to apply the theory and practical skills of nutrition and dietetics from years one and two in real-world settings. This will facilitate development of these skills at a basic level of competence under the supervised guidance of a Practice Placement Educator (PPE).

Learning Outcomes (LO):
On Completion of this module, the learner will be able to

1. Undertake, with minimal guidance, a standard nutritional assessment of a typical community/hospital patient
2. Apply theoretical knowledge of the composition of oral nutritional supplements and enteral feeds to the placement setting.
3. Apply knowledge of relevant healthy eating guidelines across the life cycle and health promotion concepts in the placement setting.
4. Apply knowledge of common conditions in cardiology, diabetes, care of the elderly, obesity, infant & paediatric nutrition and malnutrition to the placement setting.
5. Explain the relationship between appropriate biochemical tests and nutritional issues
6. Practice according to the Code of Conduct for Trainee Dietitians and the DRB Code of Professional Conduct and Ethics
7. Constructively reflect on practice & service.
8. Explain the importance of communication techniques when dealing with clients
9. Apply basic behaviour change techniques.
10. Document clinical assessments and interactions using a standardised approach
11. Plan, implement, evaluate, alter and if necessary discontinue under guidance (taking resources, practicalities and evidence basis into consideration) a Nutrition care plan including meal plans and enteral feeding regimens.
12. Plan, implement, evaluate, alter and if necessary discontinue under guidance (taking resources, practicalities and evidence basis into consideration) presentation, group work Activity or health promotion project
13. Recognise the importance of evidence based practice model by being able to justify their actions.
14. Work with clients, other team members, patient supports and other agencies in the delivery of optimal nutritional services.

Indicative Syllabus:
This is a placement session so the following syllabus represents the expected content learners will encounter whilst on placement:
- The role of the Nutrition and Dietetics service within hospital & community settings including adults & paediatrics, primary care, health promotion and continuing care services.
- An holistic approach to nutrition assessment, intervention, monitoring and evaluation.
- Communication skills within the acute and community settings.
- Interdisciplinary working within the acute and community settings.
- Project planning in community nutrition and dietetics.
- Presentation Skills in the work setting.
- Code of Practice.
- Evidence based practice- application of theory to practice.

Learning and Teaching Methods:
This module will be delivered in one semester in the placement setting. The core learning methods will be superviser work-based learning (both group & individual experiences) using a 2:1 paired training model, formative feedback and reflection, directed observation, self-directed learning and project work. Supervision will be by a registered dietitian.

Total Teaching Contact Hours 375
Total Self-Directed Learning Hours
**Module Delivery Duration:**
This module will be delivered during the normal working hours of the placement providers during semester two.

**Assessment**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative competence assessment reports (student and placement educator(s)) as described in the Placement B Handbook</td>
<td>100%</td>
<td>1-13</td>
</tr>
<tr>
<td>Student Placement B training log</td>
<td>0%</td>
<td>1-13</td>
</tr>
<tr>
<td>Formative competence assessment reports (student and placement educator(s)) as described in the Placement B Handbook</td>
<td>0%</td>
<td>1-13</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

- (a) Derogations from General Assessment Regulations
  
- (b) Module Assessment Thresholds

- (c) Special Repeat Assessment Arrangements

**Essential Reading:** (author, date, title, publisher)
Please see module website for up to date reading material.

**Version No:** 1.0
**Amended By:** S. Meaney
**Commencement Date:** Sept 2016
**Associated Programme Codes:** DT223

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**Date of Academic Council approval** .................................
Practice Placement C

School Responsible: School of Biological Sciences

Module Overview:
This is a 14-week placement in a paediatric or adult hospital setting with multiple rotations covering a range of medical and surgical areas. As this is the final practical placement, the goal is that the student integrates the knowledge developed across stage 1-3 and advances skills developed in PPB and further developed in professional practice studies in year 3 to the level of an independent practitioner by the end of the 14 weeks. These skills should be transferable between clinical areas, patient contexts, situations and institutions. A one week college-based pre-placement session is incorporated before commencement of placement. This will familiarise the student with the expectations of Practice Placement C with specific focus on further developing proficiency in skills such as feedback & reflective practice for the clinical setting. A site visit to orientate the student to their individual placement site including local policies and procedures will be included as part of this preparatory week.

Learning Outcomes (LO):
On Completion of this module, the learner will be able to
1. Complete modular assessment forms
2. Discuss the code of conduct in the acute setting
3. Engage in reflective practice
4. Explain the paired training model
5. Document clinical assessments and interactions using a standardised approach
6. Apply nutrition, dietetics, medicine and clinical laboratory science theory to practice in relation to core clinical nutrition conditions and a number of specialist conditions.
7. Undertake thorough individualised nutritional assessments & care plans.
8. Evaluate, alter and discontinue where necessary individualised nutrition care plans including meal plans, enteral feeding regimes considering practicalities and patient feedback.
9. Communicate effectively with clients and others applying appropriate behaviour change skills to each case.
10. Practice according to the Code of Conduct for Trainee Dietitians and the and the DRB Code of Professional Conduct and Ethics.
11. Participate in audit or practice review in the clinical setting.
12. Constructively reflect on practice, self-assess and self-direct within a work setting.
13. Respond to the need of the service user & their situation in terms of the most appropriate method of information collection, communication, delivery of information and advice giving.
14. Work with clients, other team members, patient supports and other agencies in the delivery of optimal nutritional services.

Indicative Syllabus:
Tutorials/workshops in preparatory week:
- Reflective Practice Skills in the working environment
- Feedback: how to give, receive and act upon
- Professionalism
- Evidence based practice
- Practicalities of placement assessment including how to complete the student led assessment tools
- Paired Training Model
- Inter-disciplinary learning
- Documentation
- Review of dietetics, medical and clinical lab science theories (self-directed)

Expected content learners will encounter whilst on placement:
- Information collection, recording & analysis including adapting methods to suit the client’s situation
- Nutritional assessment including use of different methods of obtaining dietary information
- Nutrition Care Planning including planning, implementation, monitoring, evaluating and discontinuing.
- Anthropometric and biochemical data collection and interpretation
- Medical, Dietetic and Nutrition knowledge
- Professionalism including personal conduct, safe practice, documentation, confidentiality
- Communication Skills with clients, carers, next of kin, peers, educators, other team members, outside agencies. Including the use of behaviour change skills and collaborative goal setting.
- Team Working
- Appreciation and working in an evidence based practice model
- Presentation Skills
- Reflective Practice

Learning and Teaching Methods:
This module will be delivered in one semester in the placement setting. The core learning methods will be supervised work-based learning (both group & individual experiences) using a 2:1 paired training model, formative feedback and reflection, directed observation, self-directed learning and project work. Supervision will be by a registered dietitian.

Module Delivery Duration:
This module will be delivered over one semester for a total of 600h. It includes a one preparatory week, with tutorials (5h) and workshops (15h) and a substantial 14 week placement (525h)

Assessment
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-placement documentation assignment</td>
<td>10%</td>
<td>1-5</td>
</tr>
<tr>
<td>Summative competence assessment reports (student and placement educator(s)) as described in the Placement C Handbook</td>
<td>90%</td>
<td>6-13</td>
</tr>
<tr>
<td>Student Placement C training log</td>
<td>NA</td>
<td>6-13</td>
</tr>
<tr>
<td>Formative competence assessment reports (student and placement educator(s)) as described in the Placement C Handbook</td>
<td>NA</td>
<td>6-13</td>
</tr>
</tbody>
</table>

Module Specific Assessment Arrangements (if applicable)
(a) Derogations from General Assessment Regulations
(b) Module Assessment Thresholds
(c) Special Repeat Assessment Arrangements

Essential Reading:
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