Practice Placement Module Descriptors*

*Correct as of November 2014

PPA Module Descriptor

Dublin Institute of Technology / University of Dublin, Trinity College Pre-Requisite Modules code(s) | Co-Requisite Modules code(s) | ECTS Credits | Module Code | Module Title
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BIOL 1700 |  | 5 | BIOL 2705 | Practice Placement A

Module author: Ms Sheila Sugrue, Ms Mary Moloney, Dr Clare Corish, Dr Dan McCartney, Dr Kate Younger, Ms Liz Barnes, Ms Corina Glennon

Module Description:
This module introduces students to work-based learning, building on the knowledge and skills acquired in the course work. It facilitates the integration of knowledge acquired from these modules and provides an opportunity for students to apply their practical skills in the core areas of food preparation, dietetics, nutrition, communications and catering management.

Module aim
The aim of this module is to introduce the learner to food service systems in the institutional setting drawing on their foundation knowledge and skills in food preparation, catering administration, dietetics, nutrition, food science and communications.

Learning Outcomes:
On completion of this module, the learner will be able to:
Describe the processes of meal production, selection, service and delivery within the institutional setting.
List the food portion sizes used within the institutional setting.
Outline how nutrition principles can be applied to food services within the institutional setting.
Evaluate the impact of food service regulations, standards and guidelines on the nutritional quality, hygiene and temperature regulation of food service systems.
Identify the role of food services personnel in the delivery of nutritional care.
Recognise the limitations of institutional food service systems in the delivery of nutritional care.
Critically analyse the food served in terms of population recommendations.
Appreciate the importance of integrating nutrition and dietetics in the provision of food services in institutions.
Recognise the actual or potential role of nutrition professionals in the Health Service Executive (HSE) and other institutional settings.
### Learning and Teaching Methods:
Supervised work-based learning, self-directed learning.

### Module content:
Four week placement in an institutional catering setting including observation of food production methods, identifying food safety policies and their implementation, evaluation of menus, observation of food delivery systems. As part of this placement, each student to identify and describe the role of dietetic personnel in the context of their placement setting.

### Module Assessment
Satisfactory report on completion of placement.
Prescribed tasks carried out during placement, to include portfolio providing evidence of tasks and assignment on the provision of a balanced diet to users of the food services establishment.
College-based class presentation upon completion based on work carried out during placement.

### Essential Reading:
- Council of Europe (Committee of Ministers) 2003, Resolution on Food and Nutritional Care in hospitals. EU Pub.
- Department of Health and Children. 2008, Food and Nutritional Care in Hospitals: Guidelines for Preventing Under-Nutrition in Acute Hospitals. Dublin: Health Promotion Unit
- Department of Health and Children. 2004, Food and Nutrition Guidelines for Pre-school Services. Dublin: Health Promotion Unit

**Web references:** [http://www.indi.ie](http://www.indi.ie)

### Further Details:
Four week work practice placement to be carried out between mid-June of year 1 and September of year 2.
PPB Module Descriptor

<table>
<thead>
<tr>
<th>Dublin Institute of Technology / University of Dublin, Trinity College Pre-Requisite Modules code(s)</th>
<th>Co-Requisite Modules code(s)</th>
<th>ECTS Credits</th>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2701, 2704</td>
<td></td>
<td>10</td>
<td>BIOL 3706</td>
<td>Practice Placement B / Consolidation B</td>
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**Module author:** Ms Sheila Sugrue, Ms Mary Moloney, Dr Clare Corish, Dr Dan McCartney, Dr Kate Younger, Ms Liz Barnes, Ms Corina Glennon

**Module Description:**
This is a 10-week work-based student placement carried out in a Health Service Executive (HSE) Nutrition and Dietetics Service. The student will participate in all applicable aspects of dietetics within that Service e.g. regional hospital, paediatric hospital, primary care, population health and health promotion activities. The work-based placement is followed by a 2-week consolidation that builds on the practical application of nutrition and dietetic theory experienced in Practice Placement B. It facilitates reflection and discussion of placement experiences in the context of current literature and professional practice. Students must complete the assessment tools specified in this Placement Descriptor. The module also includes an interprofessional group learning opportunity (4.5 hours per student) with TCD medical, nursing, occupational therapy, pharmacy, physiotherapy and speech and language therapy students in the Trinity Centre for Health Sciences in Semester 2.

**Module aim:**
The aim of this placement is to provide students with direct experience of work in nutrition and dietetics, enabling them to apply their practical skills, to build on previous academic and work-based placement learning, to develop an understanding of the role of the Nutrition and Dietetic Service within the HSE and the role of the Dietitian within this service, to develop an awareness of multidisciplinary work practices in the prevention and treatment of disease and to consolidate their practical experience with academic knowledge.

**Learning Outcomes Placement B:**
On completion of this Placement, the student will be able to:
Integrate theory and practice in nutrition and dietetics related to nutrition through the life cycle, obesity, cardiovascular disease, diabetes mellitus type 2 managed by diet alone, dental diseases and conditions associated with ageing in a variety of social and cultural contexts.
Apply clinical knowledge and skills under supervision with individuals, groups and the wider community population.
Collect and record personal, nutritional, medical, social, cultural, financial and psychological information in acute and community settings.
Evaluate and interpret personal, nutritional, medical, social, cultural, financial and psychological information in acute and community settings.
Apply behaviour change skills in acute and community settings.
Undertake core dietetic skills e.g. anthropometric and dietary assessment in a variety of patient types.
Practice Placement Module Descriptors, Appendix 3 DT223/2017/V2

**Demonstrate written and oral communication skills with service users and professionals in individual, group and interdisciplinary work in acute and community settings.**

**Identify undernutrition in the older population in acute and community settings using a number of nutrition screening tools.**

**Demonstrate the IT skills required to function as a nutrition professional in acute and community settings.**

**Practice as a professional under supervision, including demonstrating a professional duty of care, an ability to build professional relationships and appreciate the role of other professionals and non-professionals in patient care, effective time management and the maintenance of records in keeping with employer and professional body regulations.**

**Reflect on practice, self-assess and self-direct within the acute and community settings.**

**Appreciate nutrition health promotion, public health nutrition and population health principles and approaches.**

**Demonstrate an awareness of how population health strategies relate to nutrition and dietetic practice within the acute and community setting.**

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**Learning and Teaching Methods:**

**Practice Placement**

Work-based learning in group and individual settings within a nutrition and dietetics service.

**Consolidation**

Tutorials, discussion and work-based assignments; case studies, including interprofessional group problem-solving approach to case studies, facilitated feedback and journal reviews.

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**Content of Placement:**

**Practice Placement**

Nutrition and dietetics service within hospital, paediatric, primary, community and continuing care services.

The role of the Dietitian within the acute and community settings.

Communication skills within the acute and community settings.

Multidisciplinary working practices within the acute and community settings.

Nutrition and dietetics service within population health.

Project planning in community nutrition and dietetics.

**Consolidation**

Reflection on practice-based experience through sharing knowledge and skills experienced in Practice Placement B.

Evaluation of evidence-based practice in nutrition and dietetics related to Practice Placement B.

Appraisal of counselling skills in a variety of social and cultural contexts as related to Practice Placement B.

Interprofessional group problem-solving approach to the management of three specified case studies (4.5 hours per student).

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**Assessment of Community Nutrition and Dietetics Placement**

**Practice Placement**

1. Formative assessment using appropriate Assessment Tools.
2. Learning Journal.
3. End of placement (summative) assessment with named practice placement co-ordinator (pass/fail).

**Consolidation**

1. **Poster / Lay article**
   
   This will assess the student’s competence in researching, developing content and producing a nutrition/dietetics poster/lay article suitable for use with a specified audience relevant to Practice Placement B (e.g. school children, older persons, antenatal).
2. **Oral Presentation** (15 minutes)
   
   This will assess the student’s ability to demonstrate competence in one aspect of Practice Placement B e.g.
case study, group facilitation, nutrition screening.

**Assignment of marks**
The practice component of the module must be passed; students successfully completing the practice component are awarded 50 marks. The consolidation component accounts for 50% of the module assessment.

**Recommended Reading:**

**Web references, journals and other:** http://www.hse.ie/en/AbouttheHSE/ 'An Introduction to the HSE’; http://www.irishheart.ie; http://www.indi.ie

**Further Details:**
Practice placement to be undertaken over a ten week period between July and September followed by a two week college-based consolidation period. The 4.5 hour/student interprofessional group learning will take place over three days in the Trinity Centre for Health Sciences in Semester 2.
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| | | 20 | BIOL 4704 | Practice Placement C

**Module author:** Dr Clare Corish, Ms Sheila Sugrue, Ms Mary Moloney, Dr Dan McCartney, Dr Kate Younger, Ms Liz Barnes, Ms Corina Glennon in consultation with Nutrition and Dietetics Practice Placement Educators.

**Module Description:**
This module facilitates the integration of knowledge acquired academically over three years and during the previous two placements to enable the student to become competent in transferring theory to practice in the clinical setting.

**Module aim**
The aim of this module is to enable the learner to achieve the essential core competencies required within the clinical setting and the role of the Dietitian within this service.

**Learning Outcomes:**
On completion of this module, the learner will be able to:
- Integrate nutrition, dietetics, medicine and clinical chemistry theory to practice related to core clinical nutrition conditions.
- Integrate nutrition, dietetics, medicine and clinical chemistry theory to practice related to a number of specialist clinical nutrition conditions.
- Apply knowledge and skills under supervision with individuals and groups in the clinical setting.
- Collect and record personal, nutritional, medical, social, cultural, financial and psychological information in the clinical setting.
- Evaluate and interpret personal, nutritional, medical, social, cultural, financial and psychological information in the clinical setting.
- Apply behaviour change skills in the clinical setting.
- Demonstrate written and oral communication skills with service users and professionals in individual, group and interdisciplinary work in the clinical setting.
- Demonstrate the IT skills required to function as a nutrition professional in the clinical setting.
- Practice as a professional under supervision, including demonstrating a professional duty of care, an ability to build professional relationships and appreciate the role of other professionals and non-professionals in patient care, effective time management and the maintenance of records in keeping with employer and professional body regulations.
- Reflect on practice, self-assess and self direct within the clinical setting.

**Learning and Teaching Methods:**
Supervised workplace learning in the clinical setting; self-directed learning.
Learning and Teaching Methods:

Practice Placement

Work-based learning in group and individual settings within a nutrition and dietetics service.

Consolidation

Tutorials, discussion and work-based assignments; case studies, including interprofessional group problem-solving approach to case studies, facilitated feedback and journal reviews.

Module content:

Twelve week placement in the clinical setting

Orientation to the clinical setting

Manage the nutritional care of patients in the core areas of malnutrition, nutritional support, older persons, diabetes mellitus, medical and surgical treatment of gastrointestinal diseases, renal disease and paediatrics in the clinical setting.

Manage the nutritional care of a selection of patient types from specialist areas.

Module Assessment

1. Formative assessment using appropriate Assessment Tools.
2. Learning Journal.
3. End of placement (summative) assessment of competencies with named co-ordinator (pass/fail).

Assignment of marks

The practice component of the module must be passed.

Essential Reading:

- Stratton R Green C & Elia M. Disease Related Malnutrition – an Evidence Based Approach to Treatment. Oxford: Cabi Publishing (2003);
- Elia M (Chair & Ed) Screening for Malnutrition: a Multidisciplinary Responsibility. Development and Use of the Malnutrition Universal Screening Tool (MUST) for Adults. BAPEN (2003);

Supplemental Reading:


Web references, journals and other:

- http://www.bapen.org.uk;
- http://www.nice.org.uk;
- http://www.nelh.nhs.uk/cochrane.asp;

Further Details: Placement to be undertaken August to October semester 1