



## Course Syllabus

<b>Course Code</b> NUTR-586P	<b>Course Title</b> Professional Practices for Dietitians IV	<b>ECTS Credits</b> 7.5
<b>Prerequisites</b> NUTR-585P	<b>Department</b> Life & Health Science	<b>Semester</b> Spring
<b>Type of Course</b> Required	<b>Field</b> Nutrition/Dietetics	<b>Language of Instruction</b> English/Greek
<b>Level of Course</b> 2 <sup>nd</sup> Cycle	<b>Lecturer(s)</b> Dr Elena Philippou	<b>Year of Study</b> 2 <sup>nd</sup>
<b>Mode of Delivery</b> face-to-face	<b>Work Placement</b> 35h/week.7¼ weeks (254hrs total)	<b>Corequisites</b> None

### Course Objectives:

The main objectives of the course are to:

- meet the needs of the patient, setting realistic goals and delivering appropriate management programmes taking account of the available resources
- evaluate how sociological and ethical issues affect patients
- appreciate the need for modification and flexibility in practice
- demonstrate the ability to function in clinical practice at The 3rd placement
- build upon and integrate the learning undertaken in previous modules
- develop effective clinical reasoning processes across a range of specialities and clinical environments
- demonstrate the ability to function in clinical practice.
- build upon and integrate the learning undertaken in previous modules
- prepare to take up the role of independent and autonomous practitioners
- further develop their ability to practice safely and effectively within the clinical setting
- demonstrate the ability to function in clinical practice at the 3rd placement.
- build upon and integrate the learning undertaken in previous modules.

**Learning Outcomes:**

After completion of the course students are expected to be able to:

Have a knowledge and understanding of:

1. evaluating the impact of resource availability on healthcare delivery
2. the organisation of healthcare provider units
3. the ethical issues pertinent to individuals within the healthcare system
4. evaluating how sociological issues affect patients, highlighting the need for modification and flexibility in practice
5. the demands of clinical practice required to achieve the learning outcomes specific to the 3rd clinical placement assessment

Be able to:

1. demonstrate sensitivity to the patient's requirements
2. set realistic goals and plan an appropriate dietary management programme in consultation with the patient and/or significant others
3. assess the way in which individuals take responsibility for their own health and well being and how this may impact upon practice
4. evaluate the patient's response to lifestyle change/intervention and suggest alternative strategies where appropriate
5. contribute, at an appropriate level, to inter-professional decision making in order to enhance practice

Have a knowledge and understanding of:

1. the problem solving approach to patient care
2. the application of the models of clinical reasoning in clinical practice
3. how to evaluate the use of clinical reasoning skills within their clinical practice
4. the demands of clinical practice required to achieve the learning outcomes specific to the Level 6 clinical placement assessment

Be able to:

1. implement a problem solving approach to the dietetic management of patients
2. apply subjective and objective assessment procedures safely
3. formulate a relevant problem list through the analysis of data gathered during the process of patient assessment
4. write an action plan and intervention programme
5. evaluate the patient's response to intervention and suggest alternative strategies where appropriate
6. work co-operatively with health and social care professionals and other agencies

Have a knowledge and understanding of:

1. evaluating the impact of resource availability on healthcare delivery
2. the organisation of healthcare provider units
3. the ethical issues pertinent to individuals within the healthcare system
4. evaluating how sociological issues affect patients, highlighting the need for modification and flexibility in practice
5. the demands of clinical practice required to achieve the learning outcomes specific to the 3rd clinical placement assessment

Be able to:

1. demonstrate sensitivity to the patient's requirements
2. set realistic goals and plan an appropriate dietary management programme in consultation with the patient and/or significant others
3. assess the way in which individuals take responsibility for their own health and well being and how this may impact upon practice
4. evaluate the patient's response to lifestyle change/intervention and suggest alternative strategies where appropriate
5. contribute, at an appropriate level, to inter-professional decision making in order to enhance practice

Have a knowledge and understanding of:

1. the multiple features presented by patients with complex pathology or non-standard presentation of disease
2. the demands of the varying and unpredictable circumstances encountered in clinical practice
3. the demands of clinical practice required to achieve the learning outcomes specific to the 3rd clinical placement assessment
4. the use of clinical audit

Be able to:

1. adapt their working practice to meet the demands of the varying and unpredictable circumstances encountered in clinical practice
2. develop flexible, efficient and effective strategies by which to assess and manage patients' problems
3. implement relevant treatment intervention programmes safely and effectively
4. continually monitor and evaluate the effectiveness of dietetic intervention and respond in an appropriate manner
5. demonstrate the skills and attributes required to achieve the learning outcomes specific to the 3rd clinical placement assessment

**Course Content:**

This clinical education module focuses upon clinical reasoning processes in practice. Students will undertake the module in a variety of clinical settings providing them with the opportunity to develop their competence in, and understanding of, clinical decision making across a range of specialties and clinical environments. This clinical education module focuses upon patient centered practice. Students will be facilitated to demonstrate sensitivity to the patient's requirements, both physical and psychosocial, understand the need to prioritize problems by negotiation with patients and/or significant others and evaluate the impact of resource availability on healthcare delivery. Students will undertake the module in a variety of clinical settings providing them with the opportunity to develop their practice across a range of specialties and clinical environments. This clinical education module focuses upon clinical effectiveness, including clinical audit, in preparation for the students to take up the role of independent and autonomous practitioners. Students will undertake the module in a variety of clinical settings providing them with the opportunity to develop their clinical effectiveness across a range of specialties and clinical environments.

Students will be allocated practice placements within clinical settings appropriate to the level of study and profile of the individual student. Whilst undertaking this period of clinical education, the focus of the students' learning will be clinical decision making in practice. Designated clinical educators will facilitate the student's ability to develop and implement a problem solving approach to patient care and case load management. In particular, the students will be encouraged, by both the clinical educators and academic staff, to reflect upon and evaluate the impact of psychosocial and cultural issues on the decision making process and the patient's response to dietetic intervention. Students will be allocated practice placements within clinical settings appropriate to the level of study and profile of the individual student. Whilst undertaking this period of clinical education, the focus of the student's learning will be the importance of patient centred practice, drawing upon a knowledge and understanding of psychosocial and ethical issues to highlight dilemmas encountered in practice. Students will be encouraged, by both clinical educators and academic staff, to evaluate how sociological and ethical issues affect patients, appreciating the need for modification and flexibility in practice. In addition, clinical educators will facilitate the students ability to address the additional impact of resource availability on healthcare management, reflecting upon situations in which patient requirements/wishes and professional standards may be compromised. Students will be allocated practice placements within clinical settings appropriate to the level of study and profile of the individual student. Whilst undertaking this period of clinical education, the focus of the student's learning will be clinical effectiveness, drawing upon an understanding of the demands of varying and unpredictable circumstances encountered in practice. Students will be encouraged, by both clinical educators and academic staff, to develop flexible, efficient and effective strategies by which to assess and manage patients' problems, appreciating the need to practice safely and effectively within the clinical setting. In addition, clinical educators will facilitate the students ability to continually monitor and evaluate the effectiveness of dietetic management and respond in an appropriate manner particularly when addressing issues presented by patients with complex pathology or non-standard presentation of disease.

**Learning Activities and Teaching Methods:**

Case study, Placement

**Assessment Methods:**

This module will provide a maximum of 507 placement hours. Further Details: Assessment to consist of:

1.Practice education placement assessment made up of 4 criteria: Interpersonal skills/communication; professionalism; clinical reasoning;; dietetic intervention. Each component is made up of underpinning learning outcomes. Each of the individual underpinning learning outcomes must be passed at 60%.

2.Coursework CPD coursework/case study link to HPC standards. Practice education placement assessment must be passed.

Case studies
Coursework -Critical review of clinical placement

**Required Textbooks / Readings:**

Title	Author(s)	Publisher	Year	ISBN
McCance and Widdowson's The Composition of Foods	Holland B		6 <sup>th</sup>	
Dietary Reference Values	Dept of Health	RSC	-	
Manual of Dietetic Practice	Thomas and Bishop	HMSO		
Pocket Guide to Clinical Nutrition	Vera Todorovic and Ann Micklewright	PEN Group Publications	4 <sup>th</sup> Edition 2011	ISBN: 978-0-9529869-2-8
Food Portion Sizes	FSA		1988	

Nutrition and Diagnosis – Related care	Sylvia Escott-Stump	Lippincott Williams & Wilkins	6 <sup>th</sup> edition 2008	
--	---------------------	-------------------------------	---------------------------------	--

**Recommended Textbooks / Readings:**

<b>Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Counselling skills for dietitians	Gable	Blackwell	2007	
Getting started in research and audit	BDA			0952986906
Culture, religion and patient care in a multi-ethnic society – a handbook for professionals	Henley & Schott		1999	