

## MODULE DESCRIPTOR

### Module Title

Applied Dietetic Practice

Reference	HS3151	Version	1
Created	March 2023	SCQF Level	SCQF 9
Approved	June 2023	SCQF Points	30
Amended		ECTS Points	15

### Aims of Module

The aim of the module is to enable students to prepare for the evolving nature of dietetic practice and to apply their knowledge and skills to a range of contemporary practice-based learning activities and experiences. Students will develop the clinical, digital, communication, and leadership skills needed to become effective practitioners.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Demonstrate effective communication, collaboration, professionalism and leadership skills in designing, running and evaluating student-led clinics and group programmes
- 2 Apply evidenced-based dietetic practice in simulated clinical scenarios and critically reflect on clinical reasoning.
- 3 Evaluate digital health technologies that can support sustainable dietetic services and evaluate their effectiveness in practice
- 4 Discuss the use of innovative communication tools and strategies to connect with communities and disseminate information effectively, while considering the principles of sustainable health services.

### Indicative Module Content

This module will enable students to apply theoretical knowledge as well as skills gained in practice placement A and B to a range of practice-based activities, including clinical skills workshops, simulation sessions, student-led clinics, and group-based activities. By engaging in these activities, students will develop their practice, in being able to provide evidence-based, safe, and effective person-centred care. Leadership and Management skills will be developed through the delivery of student-led services where students will have to apply clinical governance processes. Reflection on experiences will be emphasised to identify strengths and weaknesses in clinical decision-making and dietetic outcomes. Effective communication strategies will be developed, and digital health technologies will be explored for the management and monitoring of dietary interventions. The principles of sustainable health systems will be examined. Communication tools that support sustainable health services, such as telehealth, virtual clinics, and social media, will be explored and applied in practice. Collaboration, peer learning, and feedback on performance will be integrated into the module to provide opportunities for growth and development and to prepare students for future practice.

### Module Delivery

This module is practice placement hours in a variety of group, digital and simulated settings. Some tutorial, workshop, feedback (individual and group) and on-line learning will also be required.

### Indicative Student Workload

	Full Time	Part Time
Contact Hours	10	N/A
Non-Contact Hours	140	N/A
Placement/Work-Based Learning Experience [Notional] Hours	150	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>	150	

### ASSESSMENT PLAN

*If a major/minor model is used and box is ticked, % weightings below are indicative only.*

#### Component 1

Type:	Practical Exam	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	Practice Based Learning.				

### MODULE PERFORMANCE DESCRIPTOR

#### Explanatory Text

Placement Portfolio assessing placement learning outcomes comprising 100% of the module grade.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>Pass</b>	Pass student has achieved a pass in all learning outcomes.
<b>Fail</b>	Student has failed in one, or more, learning outcomes.
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

**Module Requirements**

Prerequisites for Module	Successful completion of modules HS1153 (Practice Placement A) and HS2160 (Practice Placement B)
Corequisites for module	None.
Precluded Modules	None.

**ADDITIONAL NOTES**

This placement will form part of the evidence of satisfactory completion of 1,000 hours of practice education required by the British Dietetic Association.

**INDICATIVE BIBLIOGRAPHY**

- 1 Chambers R., et al. (2016). Digital Healthcare: The Essential Guide. Otmoor.
- 2 Gable, J and Herrmann T. (2016). Counselling skills for dietitians, 3rd ed., Oxford: Wiley Blackwell.
- 3 British Dietetic Association (2016). Model and process for nutrition and dietetic practice. British Dietetic Association. <https://www.bda.uk.com/uploads/assets/395a9fc7-6b74-4dfa-bc6fb56a6b790519/ModelProcess2016v.pdf> Accessed August 2020.
- 4 Stewart M.N., (2020). The Art and Science of Patient Education for Health Literacy. Elsevier.
- 5 Rollnick S., Miler W.R. and Butler C.C. (2008) Motivational interviewing in health care: helping patients change behaviour. New York: The Guilford Press.
- 6 Schroeder et al.( 2012). Sustainable Healthcare. Wiley Blackwell. BMJ books.