

## Module specification

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Module code	NAD404
Module title	Introduction to Dietetic Practice
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100744
Cost Code	GADT

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Nutrition and Dietetics	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	12 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	140 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	31/8/22
With effect from date	September 2022
Date and details of revision	
Version number	1

## Module aims

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This module is the first of a series of progressive dietetics modules, with one at each level of the programme. The aim is to introduce students to the principles of dietetic practice at an early point in the programme. This will include methods of dietetic assessment (BDA model and Process) with reference to specific clinical conditions; developing understanding of key skills such as diet history taking; introducing students to methods of estimating nutritional requirements. Students will develop skills in using this information to start the process of writing care plans. Additionally, the core qualities of reflective practice and working within professional standards will be developed.

### Module Learning Outcomes - at the end of this module, students will be able to:

1	Apply the Model and Process of Dietetic Assessment (BDA, 2020) to basic clinical case-based tasks, demonstrating awareness of patient centred care and evidence-based practice.
2	Develop practical skill in individual patient assessment
3	Demonstrate professional attributes, including management of own learning, reflective practice, interprofessional working and communication skills.
4	Demonstrate knowledge and understanding of both profession-specific and non-profession specific clinical governance – including clinical record keeping, person identifiable information and confidentiality

## Assessment

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Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

**Assessment 1:** Case study (1500 words).

**Assessment 2:** OSCE

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	3	Written Assignment	30%
2	1, 2, 4	OSCE	70%

## Derogations

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A minimum grade of 40% must be achieved in all assessment components in order to pass the module and progress to level 5

## Learning and Teaching Strategies

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The Active Learning Framework (ALF) will be utilised in the delivery of this module through synchronous and asynchronous content. It will consist of lectures, seminars, interactive online content, practical demonstrations and activities. Practical sessions provide the opportunity to gain experience with different population groups across a range of settings and will support lectures, enabling students to develop applied skills and foster creativity and innovation through the sharing of ideas.

## Indicative Syllabus Outline

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The module will cover the following indicative content:

- The process of dietetic assessment, basic care pathways, implementation of interventions and evaluation of outcomes
- Fundamentals of communication in dietetic practice
- Introduction to basic anthropometric measurements, physical assessments and observations and how these contribute to the assessment-care-review process
- Introduction to biochemical measurements and reference standards used commonly in dietetic assessment
- The core concepts of dietary assessment, including strengths and weaknesses of common approaches
- Nutritional care and dietetic practice in acute and chronic conditions, including medical, surgical, paediatric and mental health. For the conditions covered, specific dietetic treatments and the evidence base behind them will be introduced and explored, with the aim of building on this process in later modules.
- Introduction to the fundamentals of nutrition support, including use of supplementation and artificial feeding
- Introducing the concept of empowering individuals to make informed changes to lifestyle (e.g diet and physical activity), including the role of self-management and self-care.
- Introduction to the role of rehabilitation and reablement in dietetic care – particularly in the post-acute phase.
- Introduction to the concept of equality, diversity and inclusion within dietetic practice
- Information governance, confidentiality, record keeping (including electronic records and communication)

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Gandy, J. (ed) (2018). *The Manual of Dietetic Practice* (6th ed). Wiley, Blackwell.

British Dietetic Association (BDA; 2020). *The Model and Process of Nutrition and Dietetic Practice*.

### **Other indicative reading**

Boud, D., Keogh, R., and Walker, D. (eds) (1985). *Reflections: turning experience into learning*. London: Kogan Page

Elia, M., Ljunqvist, O., Stratton., R. J., Lanham-New, S., Davies, S. C. (2013). *Clinical Nutrition*. Wiley, Blackwell

Gable, J., & Herrmann, T. (2016). *Counselling Skills for Dietitians*, Third Ed, Wiley, Blackwell

Hickson, M & Smith, S (eds). 2018. *Advanced Nutrition and Dietetics in Nutrition Support*. Wiley, Blackwell.

Lawrence, J., Gandy, J., & Douglas, P. (eds) (2016). *Dietetic and Nutrition Case Studies*. Wiley, Blackwell

Mahan, L. K., & Raymond, J. L. (2016). *Krause's Food & the Nutrition Care Process-E-Book*. Elsevier Health Sciences.

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Digital Fluency  
Organisation  
Critical Thinking  
Emotional Intelligence  
Communication