

# SKILLS IDENTIFICATION OF THE EXTENT OF DIETETICS



## through the experiences of Internships



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### Introduction

The development of skills occurs in situations of the emerging field of professional educational planning and monitoring educator. One of the most important requirements for contemporary education of a health care professional, is to develop a framework for theory and practice resulting in attainment of professional skills suitably robust for a lifetime of practice.<sup>1-2</sup> The practice placement learning confronts the student with the development of capacities to innovate, integrate, to apply knowledge and social skills in the field of Dietetics.<sup>3-4</sup>

### Aim

Recognize the acquisition of skills ("Benchmark")<sup>5</sup> of Dietitian through internships.



### Methods

This case study is the comparison between three conceptual points: objectives of the practice placement learning, their scale of assessment and skills that "Benchmark" defends. It has been correspondence between 26 items relating to the parameters recommended basic academics and professionals in Benchmark, and 24 items constituents of the Scale of Evaluation of the "Practice Placement Learning Pedagogic Guide"<sup>6</sup>, to the students of dietetics.

### Results

- A. Recognise the potential and limitations of dietetics as a practice-based discipline within the legal and Ethical boundaries laid out by the statement of conduct.
- B. Integrate his/her understanding of ethical issues and Statement of Conduct with his/her own dietetic Interventions in specific situations.
- C. Demonstrate his/her capacity to update continuously his/her knowledge and practice in response to Changing circumstances and nutritional knowledge.
- D. Exercise substantial autonomy in most of the professional activities associated with dietetics: these will Cover processes such as assessment, planning, execution and evaluation of safe dietary intervention.
- E. Guide and direct the work of others and be responsible for the proper use of resources.
- F. Work effectively as a reflective practitioner in exercising judgements based on awareness of key issues in Dietetics.
- G. As a reflective practitioner accept responsibility, in a peer relationship and with some guidance, for Determining and achieving personal and group outcomes.
- H. Demonstrate appropriate knowledge of the workplace within the dietetic practice context.
- I. Demonstrate an understanding of the organisation of health promotion and health education, with a Critical understanding of the role and the theoretical foundation of dietary interventions in public health.
- J. Recognise the importance of undertaking research and scholarly activity and be able to make a Contribution to the evolving knowledge base of the profession of dietetics.
- K. Select and use appropriate dietetic, nutritional analysis and assessment techniques within his/her Practice.
- L. Evaluate social, cultural, financial and personal factors together with medical and nutritional information To reach a justified and reasoned response to a dietetic problem.
- M. Devise a dietetic intervention for a range of therapeutic cases, and in accord with established dietetic Standards, some of which will be at the forefront of the discipline area.
- N. Demonstrate a capability to advise, with a high level of autonomy and communication skills, individuals Or their carers about food choice which will be clinically effective.
- O. Effect a change in food choice or nutritional intake which can be recorded and monitored in a manner Appropriate to safe dietetic practice.
- P. Critically evaluate new concepts, arguments and evidence from a range of current theories and research. From relevant disciplines and use these to analyse novel problems in dietetic practice.
- Q. Show creativity when solving problems, often undertaken with senior colleagues or in peer groups, Where evaluations are based on limited information and data.
- R. Communicate effectively with peers and senior colleagues, including those who have particular expertise In the area.
- S. Show awareness of limitations and a capacity to draw on advice to improve personal performance and Interactions with others.
- T. Show systematic and integrated understanding of the key areas of study as specified in C.
- U. Draw evidence from a range of sources specified in C to solve problems and plan strategies for dietetic Intervention.
- V. Draw on his/her knowledge of investigative methods, introduced in C, to critically evaluate published Materials in nutrition and dietetics and related fields.
- W. Communicate information, ideas, problems and solutions on diet and health in a variety of formats Appropriate to specialist and non-specialists groups and individuals.
- X. Exercise judgement based on awareness of key issues in dietetics and show responsibility for achieving Personal and group outcomes.
- Y. Show confidence in using technology to analyse nutrient content of diets, undertake investigative work And deliver nutrition and dietetic health education.
- Z. Describe the limitations of nutritional assessment tools and recommended dietary allowances.

- 1. Has been in place for internship.
- 2. Demonstrates ability to respond to new situations.
- 3. Develop a good relationship with the working group.
- 4. Is attentive to the needs of service.
- 5. During the consultation provides dietary guidance, tailored to the needs of users.
- 6. Takes into account information to the clinical process to implement the dietary care.
- 7. Correctly and completely assess the nutritional status of users.
- 8. History taking place at the right food supplements.
- 9. Calculates the nutritional needs properly covering all the nutrients relevant to the case.
- 10. Prepares food plan tailored to the needs of users.
- 11. Conducts education food where necessary adapted to the needs of users.
- 12. Assesses the progress of recasts users and diet.
- 13. Is actively participating in meetings with team clinics.
- 14. Correctly and completely assess the nutritional status of groups in actions.
- 15. Produces posters and leaflets relevant.
- 16. Plans and implements awareness-raising and training as appropriate.
- 17. Plans and implements leisure as a way of adapting education to the population food.
- 18. Shows scientific rigor in the planning implementation and evaluation of activities.
- 19. Shows adaptability of knowledge of the case studies.
- 20. Assesses the activities.
- 21. Technical and scientific uses language.
- 22. Adapting to technical and scientific language to target audience.
- 23. Shows creativity, trying new ways of doing.
- 24. Have a correct attitude in relation to ethics training.

Table 2: Scale of Evaluation of the "Practice Placement Learning Pedagogic Guide"

From de scale of assessment 85% of students approved are the acquisition of skills of "Benchmark".

Table 1: Parameters recommended basic academics and professionals in Benchmark

### Conclusion

Due to the percentage found among the skills that "Benchmark" advocates and scale of assessment of the current stage in this high school, it was concluded that the stage is a useful process for the confirmation of dietetic competence.

### References

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