

ASSESSMENT TOOL FOR DIETETIC CONSULTATIONS WITH INDIVIDUAL SERVICE USERS

Name of student: **Date:** **Placement B/B1 or C (please delete)**

This assessment tool is used to assess your competence in completing a safe and effective service user consultation. It may be used formatively to inform reflection, improvement and development of professional practice AND summatively to assess competence in the B/C placement learning outcomes.

You are expected to have 6 competent tools completed for each placement and these should reflect a range of service users, conditions and settings. Please complete this Tool and submit it to your supervisor together with a copy of the anonymised service user record.

Key action points from previous Dietetic Consultations, including dates: (To be completed by student)

Reason for service user referral:

Condition and type of dietetic input:

Setting:

Age: Under 18/ 19-29 /30- 59/ 60-79 /Over 80 yrs:

Mode of Consultation: In-patient, out-patient/GP clinic, service users home or other community/mental health setting: Telephone, Email, e-consultation (delete as appropriate)

1- Identification of nutritional need – reason for consultation	
Criteria	To be completed by the student- How you have met the criteria
Pre-Consultation Preparation <ul style="list-style-type: none"> • Has relevant paperwork/ resources • Collects relevant information • Understands the medical condition/need • Ensures appropriate environment for the consultation (considers privacy) <p style="text-align: right; margin: 0;">(LO1, LO2, LO8)</p>	
Practice Educator Feedback	
2 – Assessment	

<p>Introduction & subjective assessment. Meets and greets the service user & demonstrates person centred skills:-</p> <ul style="list-style-type: none"> • Introduces self and supervisor • Establishes rapport • Identifies correct service user, obtains consent including data protection and confidentiality. • Documents if permission to speak to others (family, carers etc.) • Establishes reason for visit and service user's understanding (outlining basic principles of the condition if appropriate) • Checks progress (reviews only) • Explains what will happen during the consultation <p>Dietetic Assessment Collects records and uses relevant qualitative and quantitative information. Updates this as necessary (reviews only) and includes:-</p>	
<ul style="list-style-type: none"> • Anthropometry 	
<ul style="list-style-type: none"> • Biochemistry 	
<ul style="list-style-type: none"> • Clinical Details: Relevant past and present, diagnosis, medication & interventions • Psychological history 	
<ul style="list-style-type: none"> • Diet History: Appropriate method e.g. 24 hour recall/food charts/diaries & Typical day. • Cooking skills, Likes/Dislikes • Receiving previously suggested interventions (e.g. fortified foods, feeds) (follow up) • Estimation of Nutritional Requirements (assessment nutritional deficit or excess) 	
<ul style="list-style-type: none"> • Environmental: family, social, cultural & financial 	
<ul style="list-style-type: none"> • Service user perspectives, focus and goals for the consultation • Assessment of level of understanding & capacity <p>(LO1, LO2, LO3, LO5)</p>	
<p>Practice Educator Feedback</p>	
<p>3 - Identification of Nutrition & Dietetic Diagnosis (Nutritional issue or implication)</p>	

<p>Interpretation of Nutritional Data Interprets assessment information to formulate the diagnosis.</p> <ul style="list-style-type: none"> • Identification of nutrition and dietetic diagnosis • Links from assessment and referral to nutritional aspect • Includes Problem, Aetiology and Sign and draws on current guidelines and evidence based practice. <p style="text-align: right;">(LO1, LO2)</p>	
<p>Practice Educator Feedback</p>	
<p>4 - Plan nutrition and dietetic intervention</p>	
<p>Establishes the focus for the Care Plan</p> <ul style="list-style-type: none"> • Establishes or reviews dietetic aims identifying relevant aspects to focus on jointly with the service user. <p style="text-align: right;">(LO7)</p>	
<p>Practice Educator Feedback</p>	
<p>5 – Implement nutrition and dietetic intervention</p>	
<p>Implementing the care plan & dietary advice to facilitate change:-</p> <ul style="list-style-type: none"> • Recognises barriers to compliance and (Placement C includes strategies to overcome these) • Acknowledges cultural/ religious beliefs • Assesses patient's level of motivation to change • Works with service users/carers/ multi-professional team to advise and devise an action plan • Goals/advice is practical & individualised • Provides accurate information • Is able to justify the dietary advice given • Uses appropriate visual aids or written information <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates at an appropriate level • Uses open questions appropriately • Structures interview in a logical sequence keeping direction/focus • Has a supportive and motivating manner • Uses appropriate non-verbal communication • Listens attentively/allows service users to ask questions acknowledging their/carers concerns 	

<ul style="list-style-type: none"> • Responds to non-verbal and verbal cues (LO1, LO3, LO5, LO7, LO8) 	
<p>Practice Educator Feedback</p>	
<p>6 - Monitoring and Review</p>	
<p>Conclusion</p> <ul style="list-style-type: none"> • Put in place an appropriate review plan with identified outcomes • Summarises key points • Completes consultation in an appropriate length of time for stage of training. <p>Post- Consultation</p> <ul style="list-style-type: none"> • Liaises with the dietetic team, other professionals, support staff and others to communicate and implement the plan • Completes relevant and accurate documentation in a timely manner • Reports back to supervisor in a timely manner • Demonstrates respect for service user confidentiality • Arranges supply of necessary items e.g. feed, pump, supplements, catering extras as appropriate. (LO1, LO3, LO5, LO6, LO7, LO8) 	
<p>Practice Educator Feedback</p>	

Student evaluation of practice (What went well? What could be improved?) Identify key learning points from the consultation. Use CARE measure and/or other feedback mechanisms e.g. Friends and Family Test as appropriate to inform your evaluation. (LO1, LO4)

In discussion with your Practice Educator, develop a jointly agreed action plan for progress (knowledge, skills and professional practice) (LO4)

Practice Educators to complete the table below. Please indicate which learning outcomes were competently demonstrated in this service user consultation and should therefore be used for summative evidence.

Learning Outcome Placement B/B1 OR C	LO1 Knowledge	LO2 Assessment	LO3 Communication	LO4 Reflection & Review	LO5 Professionalism	LO6 Team working	LO7 Care Planning	LO8 Prioritisation
Student demonstrates competent practice for Placement Learning Outcomes (Tick all that apply)								
Summative Evidence (LO10)	This ICAT may be used as ONE of SIX summative ICATS i.e. all relevant skills demonstrated competently in the Consultation						Yes	No

Signature of Student Dietitian:

Date/Week of placement:

Signature of Practice Educator: Date:

Use these reflection and feedback points 'feed forward' for next consultation tool