

**PEER ASSISTED LEARNING ACTIVITY: TAKING A DIET HISTORY (B PLACEMENT)**

**Aim**: To enable learners to develop their diet history-taking skills

**Objectives:** on completion of this PAL activity learners should be able to:

* Discuss the role of diet histories in dietetic practice
* Discuss the pros and cons of open and closed questions
* Discuss the cultural and social factors that can affect food choice
* Discuss how weekend variations, portion sizes, cooking methods, shift patterns, takeaways, etc. affect food intake
* Discuss the difference between in-patient and out-patient diet histories
* Discuss the importance of tailoring diet histories to the clinical condition
* Discuss the different ways to structure a diet history
* List other tools used to assess dietary intake and discuss pros and cons
* Start to develop checklists for taking a history from 2 service user groups e.g. those with diabetes, those having a poor appetite etc.

**Process:**

* Prior to taking any diet histories the learners will meet to briefly discuss the diet history-taking process; facilitated by the supervising dietitian.
* The dietitian will then allocate each learner a different service user (or their parent/carer) from whom to take a diet history. Service users will need to have been identified by the supervising dietitian as being suitable / giving their consent prior to the PAL activity session. On a practical level, it may be better if all the service users are located on one ward or unit (e.g. a haemodialysis unit).
* The first learner introduces themselves and their peers to the service user and then takes the diet history recording it on a department record card (or the exemplar card attached). The other learners take notes on what they felt went well and areas that could be improved upon.
* The learners will take it in turns to take their diet history, whilst being observed / assessed by their learner peers.
* Using their diet history, each learner should then try to estimate the daily energy and protein intake of their service user.
* Once finished, the learners will meet to compare records and discuss their diet histories. They will also try to 1) develop a checklist for taking a diet history from two different service user groups e.g. those with diabetes, those having a poor appetite etc. and 2) formulate an action plan to develop their skills in this aspect of practice further during their placement. This will be facilitated by the supervising dietitian..

**Placement capabilities demonstrated:** To be completed by supervising dietitian

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|  | K1 | C1 | CP1 | P1 | P2 |
| Insert 🗸 (yes, met this time), NI (needs improvement) or  NA (not applicable) |  |  |  |  |  |
| Supervisor’s signature: Date: | | | | | |

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| **Dietary Assessment / History**  **Breakfast**  **Lunch**  **Evening meal**  **Snacks** | Bread |  | Pastry |  |
| Milk |  | Crisps/Nuts |  |
| Cheese |  | Sweets |  |
| Fat |  | Biscuits/  Cakes |  |
| Cooking Fat |  | Fruit/  Vegetables |  |
| Eggs |  | Pop/Fluids |  |
| Meat Produce |  | Alcohol |  |

**Diet history record card**

Updated 26.11.2021