School of Medicine

DIET950: Dietetics 1

Subject Outline
Autumn, 2015
On-Campus
Wollongong

Subject Information
Credit Points: 8
Pre-requisite(s): SHS 211/MEDI211 and BIOL 214
Co-requisite(s): (MEDI351 or MEDI951) AND (MEDI353 or MEDI953)
Restrictions: For Nutrition and Dietetics students only
Contact Hours: 6 hrs Lecture/Tutorial per week

Subject Contacts

Subject Coordinator/Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Assoc Prof Eleanor Beck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Building 41, Room 256</td>
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<td>Telephone</td>
<td>61 2 4298 1271</td>
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<td>Email</td>
<td><a href="mailto:eleanor_beck@uow.edu.au">eleanor_beck@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation mode and times</td>
<td>Email for appointment</td>
</tr>
</tbody>
</table>

Student Support and Advice
For general enquiries please contact the Student Centre:

Location: 41.152
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
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Section A: General Information

Subject Learning Outcomes

On completion of this subject, students should be able to:

| a) | Describe the pathophysiology, clinical features and relevant aspects of management of several disease entities where dietetic intervention is important for prevention and treatment |
| b) | Give the scientific rationale and principles of nutrition care as an intervention to treat/prevention of a range of conditions in adults and children and demonstrate knowledge sufficient for safe practice of dietetics |
| c) | Correctly assess the appropriateness of dietary referrals |
| d) | Collect all medical, anthropometric, biochemical, social and dietary information relevant to a nutritional problem prior to assessment |
| e) | Undertake qualitative and quantitative assessment of diet history data using appropriate reference standards for assessment |
| f) | Integrate knowledge and assessment data to identify nutritional problems and then formulate and prioritise realistic nutrition management goals and intervention strategies |
| g) | Plan a modified or therapeutic diet including appropriate nutrient sources, meal plans, recipes, special dietary products for use in both inpatient and outpatient settings, as well as within the broader community |
| h) | Identify barriers to behaviour change and factors likely to hinder compliance, and demonstrate willingness to negotiate strategies with a patient |
| i) | Establish plans to monitor progress and compliance, and evaluate outcomes |
| j) | Recognise problems which require referral to other health professionals |

Subject Description

Dietetics concerns the relationship between food and nutrition and health. The subject focuses attention on the nutrition and dietetic care of individuals, particularly in the community where nutritional intervention will improve or support quality of life. As the first two dietetics subjects concerned with the management of individuals, this subject will introduce you to the theoretical knowledge that forms the foundation of safe and effective practice in individual case management. It will draw upon much of your earlier studies. In particular you should revise your understanding of nutrition through the life cycle, human physiology and metabolic biochemistry.

Graduate Qualities

The University of Wollongong has developed five graduate qualities (http://www.uow.edu.au/student/qualities/index.html), which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities will be enhanced by their participation in this subject:

1. **Informed**: Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.
2. **Independent learners**: Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. **Problem solvers**: Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.
4. **Effective communicators**: Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.
5. **Responsible**: Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.
eLearning Space
This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf

Lecture, Tutorial, Laboratory Times
All timetable information is subject to variation. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes.

Readings, References and Materials
Textbooks
The following text(s) will need to be purchased by students enrolled in this class.

Department of Nutrition, Griffith University (2009). Handbook of Nutrition and Dietetics 4th Edn

Prescribed Textbook (includes eReadings)
The following texts are suggested for this subject, students are not expected to purchase these. They are available to students through the library.


OR


Materials
Nil

Recommended Readings
The following references complement the prescribed textbooks:

Practice in Evidence Based Nutrition Database available through UOW library


Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

Recent Changes to this Subject
i. Approval of SLO’s for display on the subject database

Dietetic Competency Standards
Please refer to Appendix 1: Dietetic Competency Standards. It is critical that all students have familiarised themselves with the competency standards.

List of Topics Covered
The following are examples of the topics to be covered in this course. This is not an exhaustive list and will be subject to change.

Lecture Topics
- What do Dieticians do?
- Introduction to Dietetic Competencies and Professional Practice
- Introduction to Ready Reckoners
- Nutrients, foods and cuisines
- Overview of the dietetics nutrition care process, incorporating IDNT
- Fundamental principles of dietetics: Managing lifestyle related disease
- Individual Case management-Nutrition Assessment
- Estimating energy requirements
- Qualitative and quantitative dietary assessment
- Menu Planning for Individuals & Virtual supermarket tour
- Introduction to Obesity
- Nutrition in Social Media
- Introduction to Cardiovascular Disease & Obesity – Goals, Strategies & Practical Tips
- Simple nutrition concerns – “friends” seeking advice; general dietary advice
- Dietetics for Obesity
- Cardiovascular Disease – Medical Lecture
- Medical lecture on Diabetes (GDM, IGT, Type 1 & Type 2)
- Cultural Awareness
- Dietetics for Cardiovascular Disease
- Dietetics for Diabetes
- Malnutrition screening & assessment Conducting MNA, SGA & PG-SGA.
- Allergies and Intolerances
- Optimising nutrition for infants and toddlers
- Normal nutrition through the life cycle
- Nutrition & Disability
- Aged care and nutrition support, dementia care
- Food Drug Interactions
## Section B: Assessment

### Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Ready Reckoner Assessment</td>
<td>Week 5</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Case Studies</td>
<td>Part A: Week 7</td>
<td>Part B: Week 10</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Final Examination</td>
<td>During exam period</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Total Marks 100%**

### Details of Assessment Tasks

**Assessment 1**

<table>
<thead>
<tr>
<th>Due date</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>20%</td>
</tr>
<tr>
<td>Submission</td>
<td>Exam papers and answers must be submitted at the conclusion of the exam.</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>Diet history video (approximately 15 minutes) + 50 minutes</td>
</tr>
</tbody>
</table>

**Details**

- Diet history analysis using ready reckoner (from recorded consultation) viewed in class time.
- Students are asked to:
  1. Observe the diet history interview provided on the DVD in class time.
  2. Write legibly the details of the diet history listing foods, quantities and timing of each meal or snack.
  3. Estimate the energy, protein, fat, carbohydrate, fibre and alcohol content of the diet history provided using the ready-reckoner developed by the class, provided the grams and each macronutrient and relevant energy content.
  4. Comment on the diet history both qualitatively and quantitatively.
  5. Respond to the relevant questions related to the diet history which are provided on the examination paper.

**Style and format**

- In class examination

**Marking Criteria**

<table>
<thead>
<tr>
<th>Assessment 1 will be marked using the following criteria:</th>
<th>Marks Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct dictation of diet history including quantification of intake</td>
<td>5 marks</td>
</tr>
<tr>
<td>Correct analysis using ready reckoner</td>
<td>7 marks</td>
</tr>
<tr>
<td>Qualitative and quantitative analysis summary</td>
<td>3 marks</td>
</tr>
<tr>
<td>Responses to questions on diet history observed</td>
<td>5 marks</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20 marks</strong></td>
</tr>
</tbody>
</table>

**Assessment 2**

<table>
<thead>
<tr>
<th>Due date</th>
<th>Part A: Week 7</th>
<th>Part B: Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Submission</td>
<td>Submit an electronic copy of your assessment via upload to eLearning</td>
<td></td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Length**

- Completion of 2 case study templates (max of 6 pages for each case study, including answers to questions PLUS critical discussion section). This assessment is designed to complement the lecture material and encourage you to apply dietetic theory in a real life setting. You should complete the case studies using headings in the nutrition care plan template located on...
Details
Two complete case studies

Style and format
Written Assignment

<table>
<thead>
<tr>
<th>Assessment 2 will be marked using the following criteria for each case study:</th>
<th>Marks Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Assessment</td>
<td></td>
</tr>
<tr>
<td>Reason for referral to dietician, client history and nutrition focused physical findings</td>
<td>10 marks</td>
</tr>
<tr>
<td>Anthropometry, biochemical data and medical tests</td>
<td></td>
</tr>
<tr>
<td>Nutrition Assessment calculations (dietary requirements)</td>
<td></td>
</tr>
<tr>
<td>Food and Nutrition History Ready Reckoner Calculations</td>
<td></td>
</tr>
<tr>
<td>Nutrition Diagnosis</td>
<td>3 marks</td>
</tr>
<tr>
<td>PES statements -</td>
<td></td>
</tr>
<tr>
<td>Nutrition Intervention</td>
<td></td>
</tr>
<tr>
<td>Food and Nutrient Delivery i.e. Suggested Meal Plan and Ready Reckoner Analysis</td>
<td>13 marks</td>
</tr>
<tr>
<td>Education and Counselling listing nutrition goals and strategies for the case</td>
<td></td>
</tr>
<tr>
<td>Correct completion of Case Questions</td>
<td>4 marks</td>
</tr>
</tbody>
</table>

**CRITICAL DISCUSSION**

<table>
<thead>
<tr>
<th>Outline of best practice dietary care (dot points sufficient)</th>
<th>15 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of two controversial dietary treatments for each case study topic area and outline the suggested care using this dietary treatment in contrast to conventional therapies (dot points sufficient).</td>
<td></td>
</tr>
<tr>
<td>Discussion of reasons for/against this care (maximum 500 words/case study)</td>
<td>15 marks</td>
</tr>
<tr>
<td>Total for each case study</td>
<td>60 marks</td>
</tr>
</tbody>
</table>

**Assessment 3**

Final Examination

<table>
<thead>
<tr>
<th>Due date</th>
<th>During exam period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>60%</td>
</tr>
<tr>
<td>Submission</td>
<td>Exam papers and answers must be submitted at the conclusion of the exam.</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Details
Written on campus examination. The new examination will include 30 MCQ (30mks), 2 case studies (60mks), and 6 short answer questions (30mks). Any material presented in the subject is potentially examinable. Students must achieve at least 60% in the exam to be able to study Dietetics 2 (DIET451 and the co-requisite subject DIET452 Communication in Healthcare Practice).

Style and format
Written examination paper

<table>
<thead>
<tr>
<th>Assessment 3 will be marked using the following criteria:</th>
<th>Marks Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>30x Multiple Choice Questions</td>
<td>30 marks</td>
</tr>
<tr>
<td>2x Case study questions</td>
<td>60 marks</td>
</tr>
<tr>
<td>6x Short answer questions</td>
<td>30 marks</td>
</tr>
</tbody>
</table>
Minimum Requirements for a Pass in this Subject
To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- pass all assessment tasks
- obtain a mark of at least 60% in the final examination

Minimum Student Attendance and Participation
It is expected that students will allocate 16 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks. This is a professional subject which includes external guest lecturers. Attendance at lectures is an expectation of professional behaviour and any absences should be discussed with the subject coordinator.

Student attendance at practical classes is compulsory and students must attend at least 100% of classes. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: [http://www.uow.edu.au/student/central/academicconsideration/index.html](http://www.uow.edu.au/student/central/academicconsideration/index.html)

Scaling
Scaling will not occur in this subject.

Late Submission
Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: [http://www.uow.edu.au/student/central/academicconsideration/index.html](http://www.uow.edu.au/student/central/academicconsideration/index.html)

Late Submission Penalty
Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is: the total possible marks x 0.05 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

For example:

- Student A submits an assessment which is marked out of 100. The assessment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assessment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assessment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).
- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

No marks will be awarded for work submitted either after the assessment has been returned to the
students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

System of Referencing Used for Written Work
The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://public01.library.uow.edu.au/refcite/style-guides/html/

Use of Internet Sources
Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

Plagiarism
The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

"The University’s Academic Integrity and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University."

Submission of Assessments
Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt/evidence acknowledging assessment submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Assessment Return
Students will be notified when they are able to view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.
Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

University Policies

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment

b. Code of Practice – Research, where relevant

c. Code of Practice – Honours, where relevant

d. Student Charter

e. Code of Practice – Student Professional Experience, where relevant

f. Academic Integrity and Plagiarism Policy

g. Student Academic Consideration Policy

h. Course Progress Policy

i. Graduate Qualities Policy

j. Academic Grievance Policy (Coursework and Honours Students)

k. Policy and Guidelines on Non-Discriminatory Language Practice and Presentation

l. Workplace Health and Safety, where relevant

m. Intellectual Property Policy

n. IP Student Assessment of Intellectual Property Policy, where relevant

o. Policy on Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects, where relevant

p. Human Research Ethics Guidelines, where relevant

q. Animal Research Guidelines, where relevant
r. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students

Student Support Services and Facilities
Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University”, “Help at University” as well as information and support on “Career’s and Jobs”. http://www.uow.edu.au/student/services/index.html

Student Etiquette
Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at http://www.uow.edu.au/student/elearning/netiquette/index.html

Version Control Table

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Release Date</th>
<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20150123</td>
<td>Assoc Prof Eleanor Beck</td>
<td>Ashleigh Rae</td>
<td>Final DIET950 Autumn 2015 outline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject Coordinator</td>
<td>ADE Nominee</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1: Dietetic Competency Standards

The National Competency Standards for Entry Level Dieticians in Australia (2009) describe the skills and attributes which all dieticians must demonstrate for entry to the profession. Assessment of competency requires students to have sufficient knowledge (such as that learnt in coursework subjects) and suitable attitudes (to learning and engagement) but the key outcome required is performance of the skill/competency to provide evidence of competency. This means that final assessment for many performance criteria will take place on your final professional placements. See http://daa.asn.au/universities-recognition/national-competency-standards/ for complete details.

Graduates must meet ALL performance criteria to pass dietetic studies and be eligible for entry to the Accredited Practising Dietician (APD) program of the Dieticians Associations of Australia (DAA).

As the first of two dietetic subjects concerned with individual case management, Dietetics 1 covers some of the performance criteria required for an entry-level dietician. This subject does not meet all aspects of the criteria associated with individual case management as additional content from Dietetics 2 and professional placement is required. However, as students enrolled in a professional degree program you should ensure that you are familiar with all competency requirements and ensure that the foundation competency units (7 - Research and Evaluation; 8 - Management and Organisation; 9 - Professionalism, Advocacy, Innovation and Leadership) are incorporated into all aspects of your learning and practice. Similarly, aspects of Units 2 (Nutrition Communication) and 3 (Collection, Analysis and Assessment of Nutrition/Health Data) are included in this subject and students need to begin to incorporate these concepts into all subjects studied within their Nutrition and Dietetic studies.

The Range of variables statements (http://daa.asn.au/universities-recognition/national-competency-standards/range-of-variables-and-evidence-guides-for-competency-standards/) define concepts such as “covering a range of medical conditions” and will assist students in understanding how broad exposure to the dietetic process across a range of situations/conditions will provide opportunity for competency development. A lecture on the competency standards and associated guides is included within this subject. Specifically for Dietetics 1, the following elements and performance criteria are reflected within the coursework.

Unit 1 Underlying Knowledge

Demonstrates knowledge sufficient to ensure safe practice

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Applies current knowledge of the theory of human nutrition and dietetics and related practice to a level which supports safe practice</td>
<td>Performance criteria have not been defined for the Elements in Unit 1 as it is a knowledge based competency</td>
</tr>
<tr>
<td>1.2 Describes personal, social, cultural, psychological, environmental, economic and political factors influencing food and food use, food habits, diet and lifestyle</td>
<td></td>
</tr>
<tr>
<td>1.3 Demonstrates knowledge of foods and food preparation methods used in the practice community</td>
<td></td>
</tr>
<tr>
<td>1.4 Relates knowledge of food science to nutrition and dietetics</td>
<td></td>
</tr>
<tr>
<td>1.11 Conducts or uses nutrition research methodology, research principles and evidence-based practice including qualitative and quantitative research methods</td>
<td></td>
</tr>
</tbody>
</table>

Unit 2 Nutrition Communication

Demonstrates effective and appropriate skills in listening and communicating information, advice, education and professional opinion to individuals, groups and communities

All elements of this unit should be begin to be reflected in assessment in this subjects, particularly unit 2.1 – translates technical nutrition information into practical advice on nutrition and eating.

Unit 3 Collection, analysis and assessment of nutrition/health data

Collects, organises and assesses data relating to the health and nutritional status of individuals, groups and populations

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| **3.2 Collects health and medical, social, cultural, psychological, economic, personal and environmental data** | **3.2.1** Identifies and records health and medical, social, cultural, psychological, physical activity, economic, personal and environmental data, which are necessary to plan nutritional management  
**3.2.2** Uses a variety of sources to obtain health and medical, social, cultural, psychological, economic, personal and environmental data, taking into account ethical issues |
| **3.3 Provides assessment of food intake data** | **3.3.1** Selects a suitable method and level of detail for assessing intake of foods and nutrients identified by referral, the client, previous history or epidemiological data  
**3.3.2** Is able to estimate nutrient intake for individuals using food composition tables and/or databases and compare with Nutrient Reference Values (NRVs) or estimated requirements  
**3.3.4** Uses food guidance systems to contribute to the assessment of the client’s dietary intake |
| **3.4 Provides assessment of nutritional status** | **3.4.1** Selects suitable methods for assessment of anthropometry and body composition  
**3.4.2** Is able to interpret anthropometric and body composition and nutritional assessment data using appropriate reference ranges  
**3.4.3** Recognises clinical signs of malnutrition |
| **3.5 Assesses and assigns priorities to all data** | **3.5.1** Accurately interprets dietary, health, medical, anthropometric, and body composition data against standards relevant to the nutritional issues  
**3.5.2** Makes judgements about potential impact of health and medical, social, cultural, psychological, economic, personal and environmental factors on nutrition  
**3.5.3** Integrates assessment data in order to assign priorities for nutrition and resource planning |
| **3.6 Draws justifiable conclusions from all data** | **3.6.1** Defines nutrition problems/diagnoses as a prelude to planning management  
**3.6.2** Documents the collection, analysis and assessment process as a basis for planning |

**Unit 4 Individual Case Management**

Manages client-centred nutrition care for individuals

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| **4.1 Undertakes screening and assessment to identify and prioritise those at nutritional risk** | **4.1.1** Demonstrates awareness of the range of validated nutrition screening and assessment tools available, including strengths and limitations  
**4.1.2** Identifies and uses appropriate validated tools in nutrition screening and assessment  
**4.1.3** Includes appropriate follow-up timeline |
| **4.2 Determines nutritional status using assessment data** | **4.2.1** Interprets available documentation to identify problems  
**4.2.2** Assesses anthropometric and other body composition data  
**4.2.3** Assesses clinical, biochemical and other biomedical parameters  
**4.2.4** Assesses dietary intake, food habits, mental health and well-being issues, physical activity and lifestyle habits |
| **4.3 Makes appropriate nutrition diagnoses** | **4.3.1** Organises, interprets and prioritises data to undertake nutritional diagnoses  
**4.3.2** Refers to all available evidence to inform clinical judgement  
**4.3.3** Formulates and prioritises nutrition diagnoses |
| **4.4 Prepares plan for achieving management goals in collaboration with client or carer and other members of health care team** | **4.4.2** Identifies nutrition outcome measures and performance indicators  
**4.4.3** Develops dietary prescriptions and formulates meal plans and feeding regimens consistent with nutrition goals |
### Unit 7 Research and Evaluation

Integrates research and evaluation principles into practice

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| **7.1** Adopts a questioning and critical approach in all aspects of practice | 7.1.1 Formulates a clear understanding of the nature of a practice problem  
7.1.2 Applies an evidence-based approach to practice  
7.1.3 Identifies and selects appropriate research methods to investigate and resolve practice problems  
7.1.4 Applies valid and relevant conclusions and recommendations to practice |
| **7.2** Evaluates practice on an ongoing basis | 7.2.1 Monitors and reviews the ongoing effectiveness of practice and modifies it accordingly |
| **7.3** Conducts research using appropriate research methods, ethical processes and procedures and statistical analysis | 7.3.1 Critically reviews the literature  
7.3.2 Utilises ethical procedures in the research process  
7.3.3 Identifies and selects appropriate research methods to investigate and resolve practice problems  
7.3.4 Collects and interprets information, including qualitative and quantitative data  
7.3.5 Documents outcomes of research using the research process |
| **7.4** Applies evaluation findings into practice | 7.4.1 Applies evidence and judgement to food and nutrition issues |

### Unit 8 Management and Organisation

Applies management principles in the provision of nutrition services, programs and products

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| **8.1** Applies organisational skills in the practice of nutrition and dietetics | 8.1.1 Manages workload and resources to complete tasks within required timeframes  
8.1.3 Allocates resources (time, personnel, other) according to established priorities |

### Unit 9 Professionalism, advocacy, innovation and leadership

Demonstrates a professional, ethical and entrepreneurial approach advocating for excellence in nutrition and dietetics

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| **9.1** Demonstrates safe practice | 9.1.1 Exercises professional duty of care in accordance with the DAA Code of Professional Conduct and the organisation’s guidelines or protocols  
9.1.2 Refers clients/patients/issues to appropriate professional when beyond own level or area of competence |
| **9.2** Develops and maintains a credible professional role by commitment to excellence of practice | 9.2.1 Complies with legislation and regulations which define ethical behaviour, including maintaining confidentiality  
9.2.2 Accepts responsibility for and manages, implements and evaluates personal professional development  
9.2.3 Demonstrates consistent, reflective practice in collaboration with peers and mentors |
| **9.3** Demonstrates professional leadership to promote the contribution of nutrition and dietetics to health and prevention of disease | 9.3.1 Advocates for the role of nutrition and dietetics  
9.3.4 Demonstrates willingness to share information and act as a resource person to, and advocate for, colleagues, community and other agencies |
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| **9.4** Creates solutions which match and solve problems | 9.4.1 Discusses and explores ideas with colleagues/others on an ongoing basis  
9.4.2 Seeks external ideas  
9.4.3 Demonstrates initiative by proactively developing solutions to problems |
| **9.5** Advocates on behalf of individuals, groups and the profession to positively influence the wider political, social and commercial environment, about factors which affect eating behaviour and nutritional standards | 9.5.1 Recognises the role of interdepartmental, interagency (government, non-government and professional) and industry co-operation to reduce barriers to healthy eating habits |
| **9.6** Demonstrates cultural awareness | 9.6.1 Understands what is meant by cultural awareness with respect to the Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse (CALD) communities and is aware of the skills required for communicating in a culturally respectful way  
9.6.2 Has a working knowledge of the nutrition issues and diet related diseases impacting on the health of Aboriginal and Torres Strait Islanders and people from CALD communities  
9.6.3 Has an awareness of the current policy and implementation frameworks for Aboriginal and Torres Strait Islander and CALD communities |
| **9.7** Develops sustainable collaborative relationships and networks | 9.7.1 Contributes effectively to work undertaken as part of a multi-disciplinary team  
9.7.2 Builds relationships with stakeholders  
9.7.3 Acknowledges the different ways that different people may contribute to building or enhancing a team |