School of Medicine

DIET450: Dietetics 1

Subject Outline
Autumn, 2016
On-Campus
Wollongong

Subject Information
Credit Points: 8
Pre-requisite(s): SHS 211/MEDI211 and BIOL214
Co-requisite(s): MEDI351 or MEDI353
Restrictions: For Nutrition and Dietetics students only
Contact Hours: 6 hrs Lecture/Tutorial per week

Subject Contacts
Subject Coordinator/Lecturer
Name: A/Prof Eleanor Beck
Location: Building 41, Room 312
Telephone: 61 2 4298 1271
Email: eleanor_beck@uow.edu.au
Consultation mode and times: Email for appointment

Lecturer/Demonstrator/Tutor
Name: Ms Meredith Kennedy
Location: Building 41, Room 228
Telephone: 61 2 4221 5032
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Consultation mode and times: Email for appointment

Student Support and Advice
For general enquiries please contact StudentHub 41:
Location: 41.138B
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication:

*Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.*

**Consider what the communication is about**

- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

**Specific email subject title to enable easy identification of issue**

- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

**Professional courtesy**

- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid ‘text-speak’ abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.
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Section A: General Information

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Describe the pathophysiology, clinical features and relevant aspects of management of several disease entities where dietetic intervention is important for prevention and treatment;

2. 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;

3. Correctly assess the appropriateness of dietary referrals;

4. Collect all medical, anthropometric, biochemical, social and dietary information relevant to a nutritional problem prior to assessment;

5. Undertake qualitative and quantitative assessment of diet history data using appropriate reference standards for assessment;

6. Integrate knowledge and assessment data to identify nutritional problems and then formulate and prioritise realistic nutrition management goals and intervention strategies;

7. 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;

8. Identify barriers to behaviour change and factors likely to hinder compliance, and demonstrate willingness to negotiate strategies with a patient;

9. Establish plans to monitor progress and compliance, and evaluate outcomes;

10. 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 on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes.

All timetable information is subject to variation. Check latest timetabling information on the ‘Current Student’ webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.

Timetable information can be accessed from http://www.uow.edu.au/student/timetables/info/index.html

Key University Dates can be accessed from http://www.uow.edu.au/student/dates/index.html

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 (suggested resource)

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 (PEN) available through UOW library


References may be purchased at the University Bookshop or copies obtained by contacting the University of Wollongong Library

The following are located under the folder “Extra Resources” on the eLearning site:
- Copies of tutorial handouts and related resources
- A folder with food picture resources is also available.

The following are located under the weekly folders “Lectures” on the eLearning site:
- Learning objectives for individual topics
- Copies of handouts of lecture handouts

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
Nil

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 Dietitians 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

A Timetable of Topics will be available from the eLearning site in week 1 of session.
## Section B: Assessment

### Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Dates</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Ready Reckoner Assessment</td>
<td>Week 5</td>
<td>Within 21 days of due date</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Case Studies</td>
<td>Part A: Week 7 13 April Part B: Week 10 11 May</td>
<td>Within 21 days of due date</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Final Examination</td>
<td>During exam period</td>
<td>Release of results</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total Marks 100%</strong></td>
</tr>
</tbody>
</table>

### Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

**Assessment 1**
- **Ready Reckoner Assessment**
- **Due date**: Week 5
- **Weighting**: 20%
- **Submission**: Exam papers and answers must be submitted at the conclusion of the exam.
- **Type of Collaboration**: Individual Assessment
- **Length**: Diet history video (approximately 15 minutes) + 50 minutes

**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

**Subject Learning Outcomes**: Learning Outcomes 4 and 5

**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  |  Case Studies  
---|---
**Due date** | Part A: Week 7 - 13 April 2016  
Part B: Week 10 - 11 May 2016  
**Weighting** | 20%  
**Submission** | Submit an electronic copy of your assessment via upload to eLearning. Students are encouraged to submit a hard copy to the subject coordinator in addition to this electronic lodgement for detailed written feedback to be provided.  
**Type of Collaboration** | Individual Assessment  
**Length** | Completion of 2 case study templates This assessment is designed to complement the lecture material and encourage you to apply dietetic theory in a real life setting. Details of assessments will be provided on the Moodle teaching site with case study details provided a minimum of 2 weeks prior to the assessment due date.  
**Details** | Two complete case studies  
**Style and format** | Written Assignment  
**Subject Learning Outcomes** | These case studies cover all steps in the nutrition care process, addressing learning outcomes 1-10.  
**Marking Criteria** | Will be provided by Week 2 of session.  

Assessment 3  |  Final Examination  
---|---
**Due date** | During exam period  
**Weighting** | 60%  
**Submission** | Exam papers and answers must be submitted at the conclusion of the exam.  
**Type of Collaboration** | Individual Assessment  
**Length** | 3 hours  
**Details** | Written on campus examination. The new examination will include 30 MCQ (30 mks), 2 case studies (60mks), and 6 short answer questions (30 mks). 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  
**Subject Learning Outcomes** | This examination covers all steps in the nutrition care process, addressing learning outcomes 1-10.  
**Marking Criteria** |  

**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.
Supplementary Assessments
Supplementary assessment may be offered to students whose performance in this subject is close to
that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary
assessment. The precise form of supplementary assessment will be determined at the time the offer
of a supplementary assessment is made.

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any
applicable offers or use the following

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

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 acknowledging 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 assessments in the event that re-submission is required.

Assessment Return
Students will be notified when they can collect or 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 Complaints 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>20151119</td>
<td>A/Prof Eleanor Beck – Subject Coordinator</td>
<td>Mrs Sonia Losinno – ADE Nominee</td>
<td>Final DIET450 Autumn 2016 Subject Outline</td>
</tr>
</tbody>
</table>
National Competency Standards for Dietitians in Australia

The National Competency Standards for Entry-Level Dietitians in Australia were originally published in 1993 by DAA and were previously reviewed in 1998, 2005 and 2009. The current revision occurred in 2014 and was endorsed by DAA in 2015.

The National Competency Standards for Dietitians in Australia are used to facilitate a shared understanding of competency. More specifically they are used by:

Students to:
- Identify the relationship between their program of learning, assessment and program outcomes
- Determine what they are expected to do by the end of their university study (on entry to the profession)
- Guide their plans for professional development as part the Accredited Practising Dietitian program

Practitioners to:
- Provide a framework for assessment of students
- Guide professional development plans for the Accredited Practising Dietitian mentoring program
- Describe minimum performance in the workplace

Universities to:
- Design and implement dietetic education programs that are compliant with the DAA Accreditation Standards
- Develop curricula and assessment strategies that are aligned with the Competency Standards
- Graduate entry-level dietetic practitioners that are competent against the Competency Standards.

DAA to:
- Inform standards for accreditation of university programs
- Guide the assessment processes of dietitians whose qualifications are not from Australia wishing to practise in Australia
- Guide assessment processes for dietitians returning to practice
- Describe safe performance in the workplace
- Describe dietetic practice in Australia and inform international benchmarking

By patients, clients and the community to:
- Establish the expected knowledge, skills and behaviours of dietitians and provide the standards against which the public can expect safe practice

<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
</tr>
</thead>
</table>
| **1.1 Demonstrates safe practice** | 1.1.1. Reviews and evaluates the impact of own practice on improving nutritional health  
1.1.2. Recognises own professional limitations and the profession’s scope of practice and seeks assistance as necessary  
1.1.3. Accepts responsibility for and manages, implements and evaluates own personal health and well-being  
1.1.4. Shows a commitment to professional development and conduct, and lifelong learning  
1.1.5. Consistently demonstrates reflective practice in collaboration with supervisors, peers and mentors  
1.1.6. Accepts responsibility for own actions  
1.1.7. Demonstrates flexibility, adaptability and resilience and the ability to manage own emotions |
| **1.2 Practises within ethical and legal frameworks** | 1.2.1 Exercises professional duty of care in accordance with relevant codes of conduct, ethical requirements and other accepted protocols  
1.2.2 Demonstrates integrity, honesty and fairness  
1.2.3 Prepares appropriate documentation according to accepted standards |
| **1.3 Demonstrates professional leadership** | 1.3.1. Uses negotiation and conflict resolution skills when required  
1.3.2. Develops and maintains a credible professional role by commitment to excellence of practice  
1.3.3. Seeks, responds to, and provides, effective feedback  
1.3.4. Participates in mentoring  
1.3.5. Demonstrates initiative by being proactive and developing solutions to problems |
| **1.4 Practises effectively** | 1.4.1 Applies organisational, business and management skills in the practice of nutrition and dietetics (effective time, workload and resource management)  
1.4.2 Utilises suitable evaluation tools to review effectiveness of practice  
1.4.3 Identifies and assesses risks, follows risk management protocols and develops basic risk management strategies for services  
1.4.4 Utilises relevant technology and equipment efficiently, effectively and safely  
1.4.5 Applies the principles of marketing to promote healthy eating and influence dietary change |
| **1.5 Demonstrates cultural competence** | 1.5.1 Reflects on own culture, values and beliefs and their influence on practice  
1.5.2 Seeks out culturally specific information to inform practice  
1.5.3 Works respectfully with individuals, groups and/or populations from different cultures |

© Dietitians Association of Australia  
(Revised 2015)
<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
</tr>
</thead>
</table>
| 2.1 Applies an evidence-based approach to nutrition and dietetics services | 2.1.1 Collects, analyses and interprets relevant health, medical, cultural, social, psychological, economic, personal, environmental, dietary intake, and food supply data in determining nutritional status  
   2.1.2 Makes appropriate nutrition diagnoses and identifies priority nutrition issues based on all available information  
   2.1.3 Prioritises key issues, formulates goals and objectives and prepares goal oriented plans in collaboration with patient/client or carer, community/population/service, other members of the health care team, key stakeholders and partners  
   2.1.4 Implements, evaluates and adapts nutrition care plans/programs/services in collaboration with patient/client or carer, community/population/service and other members of the health care team or key stakeholders and/or partners |
| 2.2 Influences the food supply to improve the nutritional status of individuals, groups and/or populations | 2.2.1 Applies an approach to practice that recognises the multi-factorial and interconnected determinants influencing nutrition and health  
   2.2.2 Identifies opportunities and advocates for change to the wider social, cultural and/or political environment to improve nutrition, food standards or the food supply in various settings  
   2.2.3 Acknowledges the multiple factors that influence food choice and the provision of service  
   2.2.4 Uses food legislation, regulations and standards to develop, implement and evaluate food systems to maintain food safety  
   2.2.5 Applies a socio-ecological approach to the development of strategies to improve nutrition and health |
| 2.3 Facilitates optimal food choice and eating behaviours for health | 2.3.1 Applies a highly developed knowledge of nutrition science, health and disease, food and food preparation methods to tailor recommendations to improve health of individuals, groups and/or populations  
   2.3.2 Displays effective active listening, interviewing and interpersonal skills to better understand perspectives of clients, carers, groups and key stakeholders to inform approaches and influence change  
   2.3.3 Uses client-centred counselling skills to negotiate and facilitate nutrition, behaviour and lifestyle change and empower clients with self-management skills |
### Domain 3. Applies critical thinking and integrates evidence into practice

<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
</tr>
</thead>
</table>
| **3.1 Uses best available evidence to inform practice** | 3.1.1 Adopts a questioning and critical approach in all aspects of practice  
3.1.2 Gathers, critiques, uses and shares research and information to support sound decision making with key stakeholders  
3.1.3 Applies problem-solving skills to create realistic solutions to nutrition problems or issues |
| **3.2 Conducts research, evaluation and quality improvement processes using appropriate methods** | 3.2.1 Identifies and selects appropriate research methods to investigate food and nutrition problems  
3.2.2 Applies ethical processes to research and evaluation  
3.2.3 Collects, analyses and interprets qualitative and quantitative research and evaluation data  
3.2.4 Accurately documents and disseminates research, quality improvement and evaluation findings |

### Domain 4. Collaborates with clients and stakeholders

<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
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| **4.1 Communicates appropriately with individuals, groups, organisations and communities from various cultural, socio-economic, organisational and professional backgrounds** | 4.1.1 Practises in a manner that encompasses the needs, preferences and perspectives of others  
4.1.2 Demonstrates empathy and establishes trust and rapport to build an effective relationship with client, carers, families, colleagues, community and other key stakeholders  
4.1.3 Translates technical information into practical advice on food and eating and other relevant topics  
4.1.4 Adapts and tailors communication appropriately for specific audiences  
4.1.5 Communicates clearly and concisely to a range of audiences using a range of media |
| **4.2 Builds capacity of, and collaborates with, others to improve nutrition and health outcomes** | 4.2.1 Shares information with, and acts as a resource person for colleagues, community and other agencies  
4.2.2 Identifies, builds relationships with and assists in implementing plans with key stakeholders who have the capacity to influence food intake and supply  
4.2.3 Empowers individuals, groups and/or the broader community to improve their own health through engagement, facilitation, education and collaboration |
| **4.3 Collaborates within and across teams effectively** | 4.3.1 Promotes a high standard of nutrition care, while respecting the goals and roles of clients and other professionals, key stakeholders or groups  
4.3.2 Participates in collaborative decision making, shared responsibility, and shared vision within a team  
4.3.3 Shares responsibility for team action, recognising the diverse roles and responsibilities other team members play  
4.3.4 Guides and supports other team members and peers  
4.3.5 Actively promotes the role of a Dietitian and the broader profession of nutrition and dietetics |