School of Medicine

DIET959: Research Project in Nutrition and Dietetics

Subject Outline
DIET Annual, 2015
Flexible
Wollongong

Subject Information
Credit Points: 24
Pre-requisite(s): DIET951
Co-requisite(s): DIET954
Restrictions: MSc (Nutrition & Dietetics)
Contact Hours: Block Teaching 19-23 January, Workshops 7-10 April, Seminar in the week of 9-14 November & Research Requirements

Subject Contacts

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr Yasmine Probst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Building 41, Room 309A</td>
</tr>
<tr>
<td>Telephone:</td>
<td>61 2 4221 5302</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:yasmine_probst@uow.edu.au">yasmine_probst@uow.edu.au</a></td>
</tr>
<tr>
<td>Consultation mode and times:</td>
<td>Email for appointment (Wed or Thurs morning)</td>
</tr>
</tbody>
</table>

Project Supervisor
It is the responsibility of the student to contact their research supervisor about the project to be undertaken as the core component of this subject. Students have already been contacted the subject coordinator in the first instance for supervisor/project assignment. Supervision of a project will depend in part on the availability of resources and will be agreed to by the student and supervisor upon commencement of the project. Students are required to submit a scanned copy of your agreed research contract to your subject coordinator during your first block of research.

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

<table>
<thead>
<tr>
<th>On completion of this subject, students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Develop skills to search and critically evaluate relevant literature</td>
</tr>
<tr>
<td>b) Develop a research proposal</td>
</tr>
<tr>
<td>c) Contribute to a research team</td>
</tr>
<tr>
<td>d) Collect, analyse and evaluate data</td>
</tr>
<tr>
<td>e) Identify assumptions and limitations and evaluate adequacy of approach</td>
</tr>
<tr>
<td>f) Reflect on practice and extend on knowledge in an area and communicate research findings orally and in writing.</td>
</tr>
</tbody>
</table>

Subject Description

This subject is designed to provide students with the skills to demonstrate excellence in research in an area of Nutrition and Dietetics with a clear understanding of a research question in relation to the current knowledge. Students will be able to plan, design and perform a research project, collect, analyse and evaluate data, synthesise results and integrate with the relevant ideas and concepts, communicate findings and work within OH&S and ethical requirements.

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, Workshop, Seminar Times

Dates for study days and weeks will be listed online. 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.

Nil

Prescribed Readings (includes eReadings)
The following texts are prescribed for this subject, but students are not expected to purchase these. They are available to students through the library on the subjects eLearning site.


Additional eReadings will be made available via the eLearning site as applicable.

Materials
Nil

Recommended Readings
The following references complement the prescribed readings and textbooks:

Nil

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. Nil

Dietetic Competency Standards
Refer to Appendix 1: Dietetic 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.

* Research ethics
* Evidence-based practice/reviewing the literature
* Research methodology (qualitative and quantitative)
* Presenting/communicating your research

As this is a research based subject the list of topics covered will be negotiated between the student and their supervisor.
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>Dietetics research log</td>
<td>13th November</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Video pitch (Research Proposal)</td>
<td>27th February</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Data cleaning exercise</td>
<td>8th April 2015</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>Research Report</td>
<td>2nd October 2015</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment 5</td>
<td>Systematic Literature Review (appendix to Report)</td>
<td>2nd October 2015</td>
<td>15%</td>
</tr>
<tr>
<td>Assessment 6</td>
<td>Presentation of Findings</td>
<td>12th November</td>
<td>15%</td>
</tr>
</tbody>
</table>

Total Marks 100%

Details of Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Dietetics research log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>13th November 2015</td>
</tr>
<tr>
<td>Weighting</td>
<td>Must log <strong>two entries per research block</strong> to achieve a satisfactory mark. Entries posted more than 1 week after a block will not be accepted.</td>
</tr>
<tr>
<td>Submission</td>
<td>Submit an electronic copy of your assessment via upload to eLearning</td>
</tr>
<tr>
<td>Type of Collaboration</td>
<td>Individual for research placements</td>
</tr>
<tr>
<td>Length</td>
<td>Open</td>
</tr>
</tbody>
</table>
| Details      | While on research (DIET959) and placement (DIET954), students are asked to post an entry on the Moodle site. Dietetics Practice logs should be written as reflective practice entries and used by the student as a way to evaluate experiences, identify new understanding and appreciation for the professional issues faced by dieticians. At least two entries are expected to be made on the Moodle site during each research block. These will ideally be at the midway point and at the end of each research block. Assessment of the log is based on evidence of entries and the extent to which the student produces commentaries which demonstrate reflective practice, logical, well-structured and insightful. Specifically, A research log is a written record of the researcher’s activities, thoughts and feelings throughout the research process (from study design, through to data collection and analysis to writing and preparing to present the study). It is also a record of whether the research adhered to the study protocol and documents the type of issues that arose during the research process. The Research log should record details such as:  
  - meeting dates with supervisors, the objectives and outcomes of the meetings and the time spent in the meeting
  - time spent on data collection and your reflections on the process
  - time spent on data analysis and your reflections on the process
  - comments on perceived limitations of the study
  - comments on whether any ethical, privacy or confidentiality issues arose during the research and how they were dealt with
  - comments on lessons you have learned about the research process
  - suggestions for future research as a result of your research findings
  - There is no set word limit for the research log but it must be sufficiently detailed to allow an independent person to assess the number of hours spent on your research and the type of activities you undertook.
  - Useful starting points about research logs and their purposes are found below:
    - [http://www2.warwick.ac.uk/services/library/researchexchange/topics/gd0083/](http://www2.warwick.ac.uk/services/library/researchexchange/topics/gd0083/)
| Education. 11(1): 75-83. |
|• Clarke, KA. (2009) Uses of a research diary: learning reflectively, developing understanding and establishing transparency Nurse Researcher 17(1):68-76 |

### Style and format
- **eLearning online entry**

### Marking Criteria
- Evidence of at least 16 logs across the year i.e. 2 entries per placement block and 2 entries per research block = 16 entries in total

The submission of the Dietetic practice log is compulsory and will be marked as satisfactory / unsatisfactory.

### Assessment 2

| Video pitch (Research Proposal) |
| Due date | 27th February 2015 |
| Weighting | 10% |

**Submission**
Submit an electronic copy of your assessment via upload to eLearning

**Type of Collaboration**
Individual Assessment

**Length**
5 minutes

**Details**
This is a video pitch (proposal) for your allocated research project. The submission will provide details of the research question, rationale, data collection and data analysis methods.

Proposals should include: hypothesis and/or specific aims, rational based on referenced scientific literature, potential significance and research plan and be engaging to the viewer.

Refer to [http://www.digiexplanations.com/](http://www.digiexplanations.com/) for outlines of how to create your pitch using readily available equipment/resources.

Student should prepare the proposal in consultation with their project supervisors.

### Style and format
- **Recorded presentation**

### Marking Criteria
Assessment 3 will be marked using the following criteria:
1. Clear hypothesis and/or aims
2. Adequate rationale for the review
3. Appropriate and feasible study design
4. Clear, concise and appropriate explanation of methods of data collection and analysis
5. Appropriate understanding of ethical considerations

### Assessment 3

| Data cleaning exercise |
| Due date | 8th April 2015 |
| Weighting | 10% |
| Submission | Submit an electronic copy of your assessment via upload to eLearning |

**Type of Collaboration**
Individual Assessment

**Length**
20 Q&A referring to a dietary dataset provided during computer lab

**Details**
This assessment will draw on the research learnings of the lecture block. A data set will be provided in class via eLearning and students will be required to clean the data and answer questions about the dataset.

### Style and format
- **In-class test**

### Marking Criteria
Correct Answers /20 questions
**Assessment 4**

**Research Report**

**Due date** 2nd October 2015  

**Weighting** 50%  

**Submission** Submit a hardcopy of your assessment to Yasmine Probst (subject coordinator) office Building 41, Room 309A by 4.00pm  
AND  
Submit an electronic copy of your assessment via upload to eLearning.  
**An electronic version of your report abstract is due by 12 October 2015 an abstract template will be provided via eLearning**

**Type of Collaboration** Individual Assessment  

**Length** 4000 words (excluding references)  

**Details** Reports will be written as in the form of a manuscript to be submitted to a scientific journal including a structured abstract, introduction, methods, results, discussion and sections. (see Journal of Nutrition and Dietetics – author guidelines)  

**Style and format** Scientific report  

**Marking Criteria** Assessment 5 will be marked using the following criteria:  
1. Quality of abstract  
2. Demonstration of an adequate understanding of the field of research  
3. Internally consistent presentation of aims, methods and results  
4. Adequate argument development, defensible results interpretation, use of the literature  
5. Sound conclusions/recommendations

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**Assessment 5**

**SLR Appendix to research report**

**Due date** 2nd October 2015  

**Weighting** 15%  

**Submission** Submit a hardcopy of your assessment to Yasmine Probst (subject coordinator) office Building 41, Room 309A by 4.00pm  
AND  
Submit an electronic copy of your assessment via upload to eLearning.  

**Type of Collaboration** Individual Assessment  

**Length** 2000 words (excluding references)  

**Details** Students will conduct the critical appraisal utilising review templates provided in e-Learning and during lecture/workshop sessions.  

The appendix is to include Aims, Methods, Results and Discussion written as in the form of a manuscript to be submitted to a scientific journal as per Assessment 4. An abstract and introduction are not needed as these will be part of Assessment 4.  

**Style and format** Report appendix  

**Marking Criteria** Assessment 5 will be marked using the following criteria:  
1. Reproducible methods developed according to NHMRC/PRISMA  
2. Internally consistent presentation of aims, methods and results  
3. Adequate argument development, defensible results interpretation, use of the literature

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**Assessment 6**

**Presentation of Findings**

**Due date** 12th November 2015  

**Weighting** 15%  

**Submission** Posters to be displayed by 8.30am in the foyer. Presentation room to be advised via eLearning. Submit an electronic copy of your presentation via upload to eLearning a spare copy of the presentation should also be taken to the seminar
### Type of Collaboration
| Individual Assessment |

### Length
| 10 minutes presentation time + 3 minutes questions AND research poster |

**Students are required to attend the research presentations**

### Details
| Poster: 800mm wide by 1600mm long (A0 size) |

Content should be similar to the report abstract with modifications to attract attention and consideration given to the assessment criteria. Titles should be about 50mm high, minor headings about 25mm high. Key sections should be readable at a distance, sending clear messages to the audience and attracting further attention.

**Presentation:**
Conference style oral presentation on results of project. Students will provide an oral presentation of their research addressing (but not limited to):

- What is the problem (background/rationale/aims)
- What does your review say about the problem? (study design/data analysis/results)
- What are the limitations of the research?
- What is the significance of the research?

### Style and format
| Poster AND Presentation |

### Marking Criteria
**Poster:**
1. Meets design specifications, requirements and contains adequate content
2. Is readable at a distance of 2 m; has logical arrangement and appropriate use of colour and graphics

**Presentation:**
1. Satisfactory oral presentation of the research project as observed by assessor

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**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:

- attempt all assessment tasks
- pass all assessment tasks

**Minimum Student Attendance and Participation**
Student attendance at tutorials, workshops, seminars and/or simulations is not compulsory but is strongly recommended.

**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:
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 Vancouver referencing system should be used for the scientific reports of this subject. The Vancouver system uses numbers to identify references. Each reference is given a number, starting from 1. This can be above the line like this1, or enclosed in brackets like this (1). If a reference is repeated, you use the original number, not a new one. All the referenced sources are listed continuously together at the end of the essay2,3. While tricky to use initially, the Vancouver system has some advantages4. The titles of books and articles are given minimal capitalisation. Book titles and journal titles are not italicised. Journal titles are highly abbreviated. All authors are listed when there are six or fewer. When there are more than six, only the first three are listed and the expression ‘et al.’ is added. Authors’ initials follow the surnames and are set without full stops or spaces.

A reference from the list at the end of your report would look something like this:


For further information on the formatting used in the Vancouver Referencing System see one of the following websites:

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 assignments will usually only be held for 21 days after the declaration of marks for that assignment.
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>Dr Yasmine Probst Subject Coordinator</td>
<td>Ashleigh Rae ADE Nominee</td>
<td>Final DIET959 Annual 2015 outline.</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).

This subject covers units 7,8, and 9 of the performance criteria required for an entry-level dietician. These are considered foundation competency units (7 - Research and Evaluation; 8 - Management and Organisation; 9 - Professionalism, Advocacy, Innovation and Leadership) and should be incorporated into all aspects of your learning and practice. Similarly, aspects of Units 2 (Nutrition Communication) are included in this subject and students need to begin to incorporate these concepts into all subjects studied within their Nutrition and Dietetic studies.

Specifically for DIET 455 / DIET 955 /DIET 957, the following elements and performance criteria are reflected within the coursework.

For more information on the range of variables statements and evidence required to meet the competency standards see the following website (http://daa.asn.au/universities-recognition/national-competency-standards/range-of-variables-and-evidence-guides-for-competency-standards/) . This will assist students to understand how broad exposure to the dietetic process across a range of situations/conditions will provide opportunity for competency development.

**Unit 2 Nutrition Communication**

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

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Develops and delivers education sessions for small groups</td>
</tr>
<tr>
<td></td>
<td>2.4.3 Uses a variety of presentation techniques</td>
</tr>
<tr>
<td></td>
<td>2.4.5 Displays group facilitation skills</td>
</tr>
</tbody>
</table>

**Unit 7 Research and Evaluation**

Integrates research and evaluation principles into practice

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Adopts a questioning and critical approach in all aspects of practice</td>
</tr>
<tr>
<td></td>
<td>7.1.1 Formulates a clear understanding of the nature of a practice problem</td>
</tr>
<tr>
<td></td>
<td>7.1.2 Applies an evidence-based approach to practice</td>
</tr>
<tr>
<td></td>
<td>7.1.3 Identifies and selects appropriate research methods to investigate and resolve practice problems</td>
</tr>
<tr>
<td></td>
<td>7.1.4 Applies valid and relevant conclusions and recommendations to practice</td>
</tr>
<tr>
<td>7.2</td>
<td>Evaluates practice on an ongoing basis</td>
</tr>
<tr>
<td></td>
<td>7.2.1 Monitors and reviews the ongoing effectiveness of practice and modifies it accordingly</td>
</tr>
<tr>
<td>7.3</td>
<td>Conducts research using appropriate research methods, ethical processes and procedures and statistical analysis</td>
</tr>
<tr>
<td></td>
<td>7.3.1 Critically reviews the literature</td>
</tr>
<tr>
<td></td>
<td>7.3.2 Utilises ethical procedures in the research process</td>
</tr>
<tr>
<td></td>
<td>7.3.3 Identifies and selects appropriate research methods to investigate and resolve practice problems</td>
</tr>
<tr>
<td></td>
<td>7.3.4 Collects and interprets information, including qualitative and quantitative data</td>
</tr>
<tr>
<td></td>
<td>7.3.5 Documents outcomes of research using the research methods</td>
</tr>
</tbody>
</table>
### Unit 8 Management and Organisation
Applies management principles in the provision of nutrition services, programs and products

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 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 |
| 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 |
<p>| 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 |</p>
<table>
<thead>
<tr>
<th>9.7</th>
<th>Develops sustainable collaborative relationships and networks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.7.1</td>
<td>Contributes effectively to work undertaken as part of a multi-disciplinary team</td>
</tr>
<tr>
<td>9.7.2</td>
<td>Builds relationships with stakeholders</td>
</tr>
<tr>
<td>9.7.3</td>
<td>Acknowledges the different ways that different people may contribute to building or enhancing a team</td>
</tr>
</tbody>
</table>