



Australian Government

Department of Education, Employment and Workplace Relations

SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake a risk-management process in relation to an activity and in accordance with an organisation's risk-management policies and procedures. In this context, the risk-analysis process is conducted using structured analysis methodology according to the current Australian and New Zealand standard.

Application of the Unit

This unit applies to exercise instructors who work in facilities that provide a range of exercise programs to general populations who present with no major health conditions.

This unit is applicable to those working in fitness venues, gyms or other exercise environments.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Explain the relationship between healthy eating, health and fitness to clients.
 - 1.1. Discuss with *clients*, the adverse effect of poor nutrition on health and identify common *chronic diseases*.
 - 1.2. Briefly explain the *general features of healthy eating* to clients.
 - 1.3. Convey the concept of a well balanced diet and regular exercise to promote good health when providing information to clients.
 - 1.4. Explain the interaction between healthy eating options and physical activity and obtain information about current nutritional intake and physical activity levels of clients.
2. Provide basic information to clients about the fundamental principles of healthy eating.
 - 2.1. Provide information to clients about the *fundamental principles of healthy eating* to improve overall health.
 - 2.2. Apply knowledge of the general principles of healthy eating to provide basic information to clients about healthy eating options and requirements for exercising individuals.
 - 2.3. Identify the advantages and disadvantages of current *dietary trends* appearing in the media with clients.
 - 2.4. Observe the *industry standards* for giving healthy eating information to clients and refer clients with *healthy eating or dietary concerns* to suitably qualified accredited practising dietitians.
3. Provide healthy eating information to clients regarding body composition management.
 - 3.1. Evaluate information collected in the fitness appraisal of clients about current body composition using relevant *body composition measures*.
 - 3.2. Provide basic information about the relationship between diet and the *management of body composition* to *clients*.
 - 3.3. Describe briefly the role of the body's *energy systems* in the storage and utilisation of *energy substrates* for energy production.
 - 3.4. Refer clients requiring more extensive dietary information to a suitably qualified accredited

practising dietician

4. Support fitness clients with body image issues.
 - 4.1. Implement strategies to promote body satisfaction when providing information about exercise, fitness testing and healthy eating options.
 - 4.2. Provide information about healthy eating options that fosters a positive attitude towards food and eating.
 - 4.3. Recognise indicators of poor body image and discuss body satisfaction with clients, providing referral to an appropriate **medical or allied health professional**, if required.
 - 4.4. Show sensitivity to **cultural and social differences**.
5. Refer clients to medical or allied health professionals for further information or consultation.
 - 5.1. Recognise and acknowledge the current legal and ethical limitations of a fitness instructor in providing healthy eating information.
 - 5.2. Identify **gastrointestinal disorders** or other **medical conditions**, disclosed by the clients during a screening process, which may affect nutritional intake, and refer clients to a suitably qualified medical or allied health professional.
 - 5.3. Identify healthy eating or dietary concerns and refer clients to contact suitably a qualified accredited practising dietician or medical or allied health professional in accordance with organisational policies and procedures maintaining confidentiality of **clients**.
6. Provide information about the structure and function of the digestive system.
 - 6.1. Use knowledge of the structure and function of the **digestive system** when providing information to **clients**.
 - 6.2. Describe to clients the process of digestion and absorption, including the production and action of **enzymes** during the breakdown of foodstuffs for energy.
 - 6.3. Explain the process of **energy metabolism** in relation to muscle contraction.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - discuss and negotiate the fitness and healthy eating requirements of clients
 - provide clear and accurate information to support body composition goals
 - provide information related to body image issues in an appropriate manner
- problem-solving skills to analyse clients dietary and lifestyle patterns against recognised guidelines
- literacy and numeracy skills to enable the completion of plans, records and other related documentation
- characteristics of the main social and cultural groups in Australian society and the key aspects that relate to their cultural and religious protocols and preferences for exercise in relationship to healthy eating options and body image

Required knowledge

- the relationship between healthy eating options and health and current Australian dietary guidelines for a balanced diet to enable the provision of accurate information to clients
- structure and function of the digestive system and the effect of healthy eating on other major body systems
- factors that influence fat loss response to exercise to enable effective goal setting
- appropriate protocols for advising clients on healthy eating
- own role and limitations in providing healthy eating information and situations requiring advice from or referral to suitably credentialed medical or allied health professionals
- body composition measurement methods and the relationship between body composition, fat distribution and health to enable the development of realistic and achievable exercise and healthy eating plans aligned to client needs and targets
- guidelines for developing exercise plans to improve body composition.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- communicates effectively with clients to ascertain needs and goals
- provides current and accurate healthy eating information appropriate to the needs and goals of clients and recognises and refers situations outside own scope of practice
- correctly measures body composition for clients using appropriate measures
- designs, implements and reviews exercise plans appropriate to the body composition needs and goals of multiple clients
- applies all organisational policies and procedures and legislative requirements.

Context of and specific resources for assessment

- Assessment must ensure provision of healthy eating advice for multiple clients.
- Assessment must also ensure access to:
 - clients able to provide information regarding diet and lifestyle and pre-appraisal screening information
 - appropriate documentation and resources normally used in the workplace, such as organisational policies and procedures

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of consulting with clients to determine body composition goals and to provide information on the relationship between healthy eating and health
- oral or written questioning to assess knowledge of healthy eating standards and national dietary guidelines
- portfolio demonstrating evidence of accurate body composition appraisals
- third-party reports from supervisors detailing work performance.

Holistic assessment with other units relevant to the

industry sector, workplace and job role is recommended:

- SISFFIT301A Provide fitness orientation and health screening

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Medical or allied health professional may include:

- sports physician
- sports doctor
- general practitioner
- accredited practising dietician
- psychologist
- aboriginal health worker
- diabetes educator.

Body composition measures may include:

- weight
- height
- waist circumference
- hip circumference
- skin folds

Chronic diseases may include:

- cardiovascular disease
- hypertension
- diabetes
- gallstones
- celiac
- lactose intolerant
- obesity
- stroke
- arthritis.

Clients may include:

- pre-natal
- post-natal
- menopause
- experienced or inexperienced
- adult
- active or inactive
- no major dietary or health concerns.

Healthy eating information may include:

- government endorsed national dietary guidelines
- government endorsed campaigns promoting healthy eating options
- healthy eating information from nutrition peak bodies.

Dietary trends may include:

- fad' or popular diets
- nutritional supplementation
- healthy eating ergogenic aids.

Energy substrates may include:

- lipids
- carbohydrate
- protein
- alcohol.

Energy systems may include:

- alactic
- lactic
- aerobic.

Fundamental principles of healthy eating may include:

- enjoy a wide variety of nutritious food
- eat plenty of vegetables, legumes and fruits
- eat plenty of cereals preferably wholegrain
- include lean meat, fish, poultry and alternatives
- include milks, yogurts, cheese or alternatives. reduced fat varieties should be chosen where possible
- drink plenty of water
- take care to limit saturated fat and moderate total fat intake
- choose foods low in salt
- limit your alcohol intake alcohol if you choose to drink
- consume only moderate amounts of sugars and food containing added sugars.

Gastrointestinal disorders may include:

- gastrointestinal reflux
- ulcers
- inflammatory bowel disease
- irritable bowel syndrome
- coeliac disease
- lactose intolerance
- chrons disease.

General features of balanced healthy eating may include:

- energy balance
- recommended daily intake of nutrients
- fuel for exercise
- fuel for minimising post-exercise fatigue and maximising recovery
- hydration levels.

General principles of healthy eating may include:

- food groups
 - dairy
 - meat, poultry, fish, eggs, nuts, legumes
 - fruit

- vegetables
- breads and cereals
- national dietary guidelines
- carbohydrates
 - role of carbohydrates
 - recommended daily intake
 - simple sugars
 - fibre
 - resistant starch
 - glycemic index
- lipids
 - role of triglycerides
 - recommended daily intake
 - saturated fats
 - monounsaturated fats
 - polyunsaturated fats
 - trans fats
- cholesterol
 - high density lipoproteins
 - low density lipoproteins
- protein
 - role of protein
 - recommended daily intake
 - essential amino acids
 - non-essential amino acids
 - sources including plant based
 - plant proteins
- minerals
- types
- vitamins
 - water soluble
 - fat soluble
- fluid and electrolytes
- intake of nutrients
 - recommended quantities
 - effect of nutrient excess
 - effect of nutrient deficiency
- balanced diet
- food labelling
 - legislative requirements

- ingredient list
- ingredient order
- interpretation of label
- preservatives
- additives
- food preparation
 - methods of cooking
 - effect on nutrient value of food
 - modification of recipes
 - safe food handling and hygiene practices
- myths and fallacies
- nutritional supplementation.

Cultural and social differences may include:

- modes of greeting, farewelling and conversation
- body language, including use of body gestures
- formality of language
- clothing.

Industry standards may include:

- professional associations
- government recommendations, guidelines or legislation
- fitness industry regulations.

Management of body composition may include:

- metabolism
- balance between energy intake and energy expenditure
- energy expenditure
 - resting metabolic rate
 - thermogenesis
 - thermic effect of food
 - thermic effect of exercise
 - adaptive thermogenesis
- energy intake
 - kilojoule value of nutrients
- body fat changes and body composition
- changes to body composition
 - fat loss
 - muscle gain.

Medical conditions may include:

- diabetes
- gallstones
- cancer
- gout
- pregnancy.

Healthy eating or dietary concerns may include:

- anorexia
- bulimia
- overweight or obesity
- nutritional deficiencies including iron, calcium
- dehydration
- diabetes
- gastrointestinal disorders for example celiac disease, irritable bowel syndrome
- food allergy and or intolerances
- weight gain.

Unit Sector(s)

Fitness

Competency Field

Fitness