



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **HLTAH420C Support the provision of basic nutrition advice-educati**

**Release: 1**

## HLTAH420C Support the provision of basic nutrition advice-educati

### Modification History

| HLT07 Version 4   | HLT07 Version 5   | Comments  |
|---|---|---|
| HLTAH420B Support the provision of basic nutrition advice/education | HLTAH420C - Support the provision of basic nutrition advice/education | Unit updated in V5 - ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome. |

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to support the provision of basic nutrition education to clients receiving diet therapy from a dietitian

This work is performed under the direction and supervision of a dietitian

### Application of the Unit

#### Application

Work performed requires a range of well developed skills where some discretion and judgment is required and individuals will take responsibility for their own outputs

Allied Health Assistants operate within the scope of their defined roles and responsibilities and under supervision of an Allied Health Nutrition Professional

For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this competency unit should be provided as required to support allied health professions

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite units

This unit must be assessed after successful achievement of pre-requisite units:

- HLTNA301D Provide assistance to nutrition and dietetic services
- HLTNA302D Plan and evaluate meals and menus to meet recommended dietary guidelines
- HLTNA303D Plan and modify menus according to nutrition dietary plans
- HLTNA304D Plan meals and menus according to cultural and religious needs
- HLTFS207C Follow basic food safety practices

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Prepare appropriate education/information resources for dietary education
  - 1.1 Obtain *client* education requirements from the dietitian
  - 1.2 Check with the dietitian for details of the education process, timing of the process and *monitoring* and evaluation requirements
  - 1.3 Check with the dietitian for details about possible client indicators that may need to be considered
  - 1.4 Gather *basic educational materials* and products according to the directions of the dietitian
  - 1.5 Develop or modify resources under the direction of the dietitian, as required
  - 1.6 Check with the dietitian that materials and products are appropriate for the client's *setting*
  - 1.7 Determine client availability
  
2. Provide basic dietary and nutrition information/education to the client
  - 2.1 Confirm the purpose of the information/education, based on the diet plan with the client
  - 2.2 Guide the client to ensure that meal choices are consistent with the nutritional care plan designed by the dietitian
  - 2.3 Provide *practical dietary education* to support meal and food choices consistent with nutrition care plan
  - 2.4 Use appropriate *nutrition and dietetic resources and equipment*
  - 2.5 Seek feedback on the client's understanding
  - 2.6 Provide feedback to the dietitian on client food and meal choices

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 3. Monitor client response to the information/education | 3.1 Monitor client according to nutrition care plan, appropriate <i>monitoring</i> strategies                        |
|   | 3.2 Identify client deviations from the nutrition care plan and report to dietitian                                  |
|   | 3.3 Identify other indicators requiring dietary intervention in line with organisation procedures and protocols      |
|   | 3.4 Report identified requirements for dietary intervention to the dietitian   |
|   | 3.5 Seek client feedback on satisfaction with the dietetic service   |
| 4. Clean and store materials and equipment              | 4.1 Use and clean any equipment according to manufacturers requirements  |
|   | 4.2 Store educational materials and any equipment according to manufacturers requirements and organisation protocols |
|   | 4.3 Report equipment faults to appropriate person  |
|   | 4.4 Report educational material requirements such as need to re-stock according to organisation protocols            |
| 5. Document client information                          | 5.1 Use accepted protocols to <i>report</i> information in line with organisation requirements                       |
|   | 5.2 Use appropriate terminology to document client response to the information/education                             |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes basic knowledge of:

- Anatomy and body systems
- Nutrition principles
- Cultural diets and restriction
- Human behaviour and social/interpersonal behaviour

Knowledge of:

- The nutritional composition of food
- Food safety
- Relevant policies, protocols and practices of the organisation
- Client nutrition care plans, goals and limitations of diet therapy
- Roles, responsibilities and limitations of self and other allied health team members
- Contra-indications of diet therapy
- Appropriate use of equipment, materials and resources
- Work health and safety (WHS) policy and procedures
- Understanding of and adherence to own work role and responsibilities
- Infection control policy and procedures
- Principles and practices of confidentiality and privacy

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with clients to ensure client understanding of food and dietary requirements and food safety
- Use appropriate materials and equipment and follow procedures to provide nutrition information/education to clients
- Record client progress and status according to organisation charting requirements

## REQUIRED SKILLS AND KNOWLEDGE

- Work in a manner that respects the dignity of clients
- Work under the direction of a dietitian

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Follow organisation policies and procedures
- Work under direction and supervision
- Work effectively with clients, colleagues and supervisors
- Display empathy to clients and relatives

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills.
- Observation of workplace performance is essential for assessment of this unit.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

## EVIDENCE GUIDE

- Context of and specific resources for assessment:*
- Assessment must be completed in the workplace.
  - Relevant guidelines, standards and procedures
  - Resources essential for assessment include:
    - Materials and other resources required for client education
- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## Range Statement

### 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. Add any 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.



## RANGE STATEMENT

### *Supervision refers to:*

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- The nature of supervision is flexible and may be conducted by various means including:
  - in person and
  - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
  - the task maturity of the person in that position or clinical placement
  - the need to review and assess client conditions and progress in order to establish or alter treatment plans in case of students and assistants
  - the need to correct and develop non clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of clinical care and working within a team
- A person under supervision does not require direct (immediate) and continuous personal interaction, but the method and frequency will be determined by factors outlined above

### *Clients may include*

- Infants
- Children
- Adolescents
- Adults
- Aged people
- People with disabilities
- People with a physical or mental illness
- Visitors
- Family/carers
- Other agencies

**RANGE STATEMENT**

*Basic educational material may include:*

- Charts
- Leaflets
- Food packages
- Food models
- Recipes
- Product samples

*Monitoring may include:*

- Weight checks
- Weight logs
- Waist to hip ratio
- Body mass index
- Food intake records
- Cupboard and refrigerator checks
- Meal on Wheels consumption

*Setting may include:*

- Hospitals
- Residential aged care
- Hostels
- Group homes
- Extended in-patient settings
- Client home
- Community or Public Health facilities and settings

*Practical nutrition education may include:*

- Basic nutrition
- Product usage
- Food safety
- Food storage
- Basic cooking
- Recipe modification
- Food shopping

**RANGE STATEMENT**

*Dietary services and resources may include:*

- Dietary analysis programs
- Scales
- Stadiometer (height measure)
- Tape measure
- Software
- Food packages

*Reporting may include:*

- Verbal
- Telephone
- Face to face
- Written (including email, pager)
- Progress reports
- Case notes
- Incident reports

**Unit Sector(s)**

Not Applicable