



Australian Government

HLTAHA043 Support the provision of basic nutritional advice and education

Release: 1

HLTAHA043 Support the provision of basic nutritional advice and education

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide assistance to a Dietitian. Work includes supporting the provision of basic nutrition education to individual as delegated by a Dietitian.

This unit applies to Allied Health Assistants and should be performed under the direct, indirect or remote supervision and delegation of an Accredited Practising Dietitian (APD).

The skills in this unit must be applied in accordance with Allied Health Assistant Framework, Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Allied Health

Unit Sector

Health

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Receive delegation and gather information.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Obtain written or verbal delegation for an allied health activity from the Dietitian.
- 1.2. Obtain information from relevant sources and delegating Dietitian, according to organisational policy and procedures.
- 1.3. Discuss and confirm with delegating Dietitian educational needs, process, timing, monitoring feedback and work health

and safety (WHS) requirements.

2. Organise resources for dietary education.
 - 2.1. Confirm details regarding the person's indicators that may need to be considered with the delegating Dietitian.
 - 2.2. Prepare educational materials and products as delegated by the Dietitian.
 - 2.3. Develop or modify resources as delegated by the Dietitian.
 - 2.4. Confirm materials and products are suitable for the person's setting with the delegated Dietitian.
 - 2.5. Determine the person's availability.
3. Assist with the provision of written dietary and nutrition information or education to the person.
 - 3.1. Confirm the purpose of the information or education, based on the individualised plan with the person.
 - 3.2. Support the person to make meal choices that are consistent with the individualised plan as delegated by the Dietitian.
 - 3.3. Provide practical dietary education to support meal and food choices consistent with individualised plan.
 - 3.4. Use nutrition and dietetic resources and equipment.
 - 3.5. Seek feedback on the person's understanding.
4. Monitor the person's response to the interventions outlined in the individualised plan.
 - 4.1. Monitor the person according to individualised plan.
 - 4.2. Identify the person's deviations from the individualised plan and report to delegating Dietitian.
 - 4.3. Identify and report indicators requiring dietary intervention to the delegating Dietitian in line with organisational procedures.
 - 4.4. Seek the person's feedback on satisfaction with the dietetic service.
5. Comply with supervisory requirements.
 - 5.1. Provide assistance as delegated by the Dietitian.
 - 5.2. Provide feedback to the delegating Dietitian regarding the person's progress.
 - 5.3. Seek assistance when the person presents with needs or signs outside limits of scope of role.
 - 5.4. Report the person's difficulties and concerns to the delegating Dietitian.
 - 5.5. Implement variations to the education program and material as delegated by the Dietitian.
6. Clean and store materials and equipment.
 - 6.1. Clean equipment according to manufacturer requirements.
 - 6.2. Store educational materials and equipment according to manufacturer requirements and organisational procedures.
 - 6.3. Report equipment faults in accordance with organisational procedures.
 - 6.4. Report shortages of educational material in accordance with organisational procedures.

- 7. Document information.
 - 7.1. Document and report person's information in line with organisational procedures.
 - 7.2. Document the person's response to information or education in line with organisational procedures.
 - 7.3. Maintain the person's records, according to organisational procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is not equivalent to HLTAHA023 Support the provision of basic nutrition advice and education.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAHA043 Support the provision of basic nutritional advice and education

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use materials and equipment and follow procedures to provide nutritional information or education to three different people, one in simulation and two in the workplace
- communicate effectively while providing nutritional information and education
- perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of allied health assistance work. At least 60% of this work must be carried out in an allied health workplace. The remaining 40% may be carried out in a simulated environment, if an allied health workplace is unavailable.

Knowledge Evidence

Demonstrate the knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- allied health core competencies:
 - person-centred care
 - individual therapy
 - group therapy
 - communication of information
 - equipment and environment
- anatomy and body systems
- nutrition principles
- cultural diets and restrictions
- human behaviour and social or interpersonal behaviour
- the nutritional composition of food
- food safety
- organisation policy and procedures in relation to:
 - confidentiality:
 - privacy
 - disclosure
 - duty of care
 - documentation:
 - reporting

- recording data
- written communication to Dietitian
- professional behaviour and presentation
- infection control practices
- work health and safety (WHS)
- manual handling
- supervision and delegation
- food safety as related nutritional advice and education
- person's individualised plans, goals and limitations of diet therapy
- equipment, materials and resources
- work role boundaries – scope of practice for self and other allied health team members
- principles of empowering the older person
- principles of empowering people living with disability or serious mental illness
- changes related to ageing
- concepts of holistic health and wellbeing
- social determinants of health
- concepts of the medical model, the biopsychosocial models and the human rights-based approach of allied health interventions
- principles of choice and control
- concept of reablement
- manufacturer instructions
- allied health settings:
 - hospital
 - community health
 - mental health
 - disability sector
 - aged care sectors.

Assessment Conditions

Skills may be demonstrated in the workplace, or in a simulated environment, as per the conditions outlined in the performance evidence.

Assessment must ensure:

- access to suitable facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to manufacturer instructions
- access to individualised plans and any relevant equipment outlined in the plan
- access to organisational policies and procedures
- opportunities for engagement with real people accessing allied health services.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be a Certificate IV qualified Allied Health Assistant with a minimum of three years of professional experience in allied health services; or
- an Accredited Practising Dietitian (APD).

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