

**APPENDIX 1.3 IS CURRENTLY UNDER REVISION – PLEASE CONTACT DAA REGISTRAR, ACCREDITATION AND RECOGNITION SERVICES**
**Appendix 1.3 Knowledge, skills and attitudes required to undertake core dietetic activities**

Core activities	Knowledge	Skills	Attitudes
<b>1. Coordinating care for individuals</b>	<ul style="list-style-type: none"> <li>• Evidence based practice</li> <li>• Potential signs and symptoms of major nutrition diseases</li> <li>• Biochemical indicators of major nutritional problems</li> <li>• Knowledge of effects of diet and nutritional status on the development and progress of disease and disease conditions and the effects of disease and clinical condition on nutrition and health status, including ante-natal, paediatric and renal nutrition.</li> <li>• Exercise physiology</li> <li>• Models for case management and case presentation</li> <li>• Sociology and human behaviour</li> <li>• Influence of cultural background on food choices</li> <li>• Goals of nutrition care</li> <li>• Health service structures and functions in a variety of settings</li> <li>• Food composition data analysis to determine nutrient content of dietary intakes; nutrient content of recipes, meal plans and menus; food guidance systems and ready reckoners; and to develop awareness of limitations of food composition analysis</li> <li>• DAA Code of Ethics and Code of Professional Practice. Other codes of conduct and legislation as appropriate to the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of dietetic process: assessment, planning, implementation, evaluation</li> <li>• Use of evidence based practice</li> <li>• Problem solving and clinical decision making to interpret data</li> <li>• Develop implement and evaluate nutrition care plans</li> <li>• Evaluate nutrition care and its clinical impact</li> <li>• Recognition and definition of nutrition risk in overall perspective</li> <li>• Communication, counselling, rapport building, giving individualised advice, interactive approach</li> <li>• Conduct client/patient interviews</li> <li>• Use of behaviour modification strategies</li> <li>• Food skills, including recipe design and dietary modification at home and in institutions</li> <li>• Develop and design written material and visual aids for client use</li> <li>• Technical skills, measuring anthropometry, dietary intake, bio-social and medical history</li> <li>• Computer literacy, including dietary analysis</li> <li>• Research</li> <li>• Time management and prioritisation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciative of working with differing literacy levels</li> <li>• Appreciative of the impact of socio-economic status and other social determinants on health</li> <li>• Culturally competent to, Aboriginal and Torres Strait Islander and CALD community issues</li> <li>• Confident</li> <li>• Client centred and empowering</li> <li>• Patient and caring</li> <li>• Punctual</li> <li>• Questioning</li> </ul>

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Core activities	Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> <li>Understanding the roles and responsibilities of the dietitian in nutrition assessment and diagnosis.</li> </ul>	<ul style="list-style-type: none"> <li>Function within the health care team</li> <li>Documentation</li> <li>Appropriate use of resources</li> </ul>	
<b>2 Group education and health promotion activities</b>	<ul style="list-style-type: none"> <li>Food hygiene</li> <li>Clinical knowledge</li> <li>Behaviour change theories</li> <li>Adult learning principles</li> <li>Population statistics and data</li> <li>Funding sources</li> <li>State/federal govt. policy</li> <li>Organisational structures of health departments, private organizations, institutions</li> <li>Food and food systems</li> <li>Health promotion strategies</li> <li>Clinical nutrition knowledge</li> <li>Community knowledge and related health concerns</li> <li>Equity and equality issues</li> <li>Evaluation methods</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Communication and public speaking</li> <li>Proposal and submission writing</li> <li>Teaching/education skills</li> <li>Resource management: money, people, equipment, prioritisation</li> <li>Program planning, implementation and evaluation</li> <li>Organisational skills</li> <li>Team work and leadership skills</li> <li>Group skills: interactive and evaluative, targeting information to meet group needs, focus groups, goal setting</li> <li>Needs assessment</li> <li>Media monitoring, media skills</li> <li>Public relation, marketing skills</li> <li>Cooking, recipe design, food skills</li> <li>Research skills</li> </ul>	<ul style="list-style-type: none"> <li>Confident</li> <li>Culturally competent to Aboriginal and Torres Strait Islander and CALD community issues</li> <li>Appreciative of the impact of socioeconomic status and other social determinants of health</li> <li>Flexible and creative</li> <li>Holistic in approach</li> <li>Committed to professional development</li> <li>Participative, interactive and practical</li> <li>Outcome focused</li> <li>Reflective on practice</li> </ul>

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<b>Core activities</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<b>3 Managing a private practice</b>	<ul style="list-style-type: none"> <li>• Ethics, plagiarism, professional conduct</li> <li>• Health insurance requirements</li> <li>• Clinical nutrition</li> <li>• Business principles</li> </ul>	<ul style="list-style-type: none"> <li>• Writing employment contracts</li> <li>• Business management: accounting, budgeting</li> <li>• Marketing, public relations skills</li> <li>• Communication, networking skills</li> <li>• Time management, organization</li> <li>• Strategic planning</li> <li>• Documentation</li> <li>• Using/designing resources</li> <li>• Needs assessments</li> <li>• Computer skills</li> <li>• Dietetic process/skills</li> <li>• Negotiation and goal setting</li> <li>• Strategies to get clients back</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated</li> <li>• Enthusiastic</li> <li>• Customer focussed</li> <li>• Confident</li> </ul>
<b>4 Managing and initiating a nutrition service</b>	<ul style="list-style-type: none"> <li>• Clinical knowledge</li> <li>• Health science</li> <li>• Strategic and corporate planning</li> <li>• Government food and nutrition policy and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical decision making, problem solving and evaluation</li> <li>• Communication skills, including negotiation, goal setting, networking, writing</li> <li>• Team work</li> <li>• Networking advocacy</li> <li>• Documentation</li> <li>• Strategic and business skills</li> <li>• Organisational skills</li> <li>• Development of procedure manuals</li> <li>• Problem solving and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Patient</li> <li>• Questioning</li> <li>• Confident</li> <li>• Accepting of limitations</li> </ul>

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<b>5 Administration and meetings</b>	<ul style="list-style-type: none"> <li>Organisational processes</li> <li>Meeting etiquette</li> <li>Organisational policies and procedures</li> <li>Quality improvement</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills, filing</li> <li>Time management</li> <li>Computer literacy</li> <li>Statistics keeping/outcomes</li> <li>Written skills – progress reports,</li> <li>Clinical decision making skills</li> <li>Communication/advocacy skills</li> <li>Planning and preparation</li> </ul>	<ul style="list-style-type: none"> <li>Confident</li> <li>Team player</li> <li>Appreciative of others' roles</li> <li>Punctual</li> <li>Prepared to participate</li> </ul>
<b>6 Resource development and nutrition information services</b>	<ul style="list-style-type: none"> <li>Clinical knowledge</li> <li>Food science</li> <li>Nutrient knowledge</li> <li>State/federal nutrition and food policy</li> <li>Food standards legislation</li> <li>Organisational structures</li> <li>Consumer issues</li> <li>Legal constraints</li> <li>Sociology of health</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills; translate technical information into lay terminology</li> <li>Presentation skills</li> <li>Advocacy</li> <li>Media skills and monitoring</li> <li>Organisational skills</li> <li>Computer literacy; excel, work processing</li> <li>Time management</li> <li>Needs assessment, planning, implementation, evaluation</li> <li>Research skills, critical literature appraisal</li> <li>Dietetic technical skills</li> <li>Food skills</li> </ul>	<ul style="list-style-type: none"> <li>Culturally competent to Aboriginal and Torres Strait Islander and CALD community issues</li> <li>Appreciative of the impact of socioeconomic status and other social determinants of health</li> <li>Consultative</li> <li>Accepting of limitations</li> <li>Practise confidentiality</li> <li>Innovative and act with initiative</li> <li>Committed to professional development</li> <li>Committed to a primary health care perspective</li> <li>Outcome focused</li> </ul>

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Core activities	Knowledge	Skills	Attitudes
<b>7 Quality improvement activities</b>	<ul style="list-style-type: none"> <li>• Accreditation processes and standards</li> <li>• Policies of health</li> <li>• Clinical knowledge</li> <li>• Occupational health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Time management</li> <li>• Organisational skills</li> <li>• Computer literacy</li> <li>• Team work</li> <li>• Meeting skills</li> <li>• Developing policy and procedures</li> <li>• Evaluation skills</li> <li>• Problem solving skills</li> <li>• Research skills</li> <li>• Leadership and delegation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Consultative</li> <li>• Patient focused</li> <li>• Innovative</li> <li>• Enthusiastic</li> <li>• Outcome focused</li> </ul>
<b>8 Food service management</b>	<ul style="list-style-type: none"> <li>• Computer dietary analysis packages</li> <li>• Food hygiene</li> <li>• Food, food science</li> <li>• Resources: equipment, staff, budgeting,</li> <li>• Food preferences</li> <li>• Organisational politics</li> <li>• Food system</li> </ul>	<ul style="list-style-type: none"> <li>• Menu planning and review</li> <li>• Communication</li> <li>• Advocacy</li> <li>• Team work</li> <li>• Networking</li> <li>• Teaching, education</li> <li>• Resource management: staff, time, money, equipment</li> <li>• Recipe design, standardised recipes</li> <li>• Flow charting, developing procedures</li> <li>• Problem solving</li> <li>• Dietetic skills</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciative of others' skills</li> <li>• Consultative Appreciative of others motivations</li> <li>• Lateral when problem solving</li> </ul>

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Core activities	Knowledge	Skills	Attitudes
<b>9 Research Projects</b>	<ul style="list-style-type: none"> <li>• Qualitative and quantitative research methods</li> <li>• Dietary intake assessment methodologies</li> <li>• Basic statistics</li> <li>• Sampling methodology</li> <li>• Clinical nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Critical literature appraisal</li> <li>• Evaluation skills</li> <li>• Clinical dietetic skills</li> <li>• Planning and organisational skills</li> <li>• Networking skills</li> <li>• Written communication skills: research design and report writing</li> <li>• Questionnaire design</li> <li>• Computer literacy: database management, spreadsheets, word processing</li> <li>• Team work</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning approach</li> <li>• Innovative and use Initiative</li> <li>• Outcome focused</li> </ul>
<b>10 Continuing professional development</b>	<ul style="list-style-type: none"> <li>• Organisational knowledge</li> <li>• Policies and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Critical appraisal</li> <li>• Presentation, public speaking skills</li> <li>• Organisational and planning skills</li> <li>• Time management skills</li> <li>• Assertion</li> <li>• Written communication skills: documentation</li> <li>• Networking skills</li> <li>• Promotion of services</li> <li>• Use of audio-visual equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Assertive</li> <li>• Committed to learning</li> <li>• Confident</li> <li>• Motivated</li> <li>• Willing to practice new knowledge</li> </ul>