

Section 5 Guidelines for Curriculum Development - Core Fields of Study

These suggested core fields of study are guidelines for curriculum development. DAA respects the right of universities to develop curricula as required by each situation and strongly supports this innovation.

The first part of this section represents core knowledge in nutrition and dietetics, and overall corresponds to the nine elements in Unit 1 of competency standards. The headings state broad subject areas and are not meant to be prescriptive. The second part represents the application of more complex knowledge and skill at a professional level. The headings represent approximately Units 2-9 of competency standards and, again, are not meant to be prescriptive.

5.1 Core Knowledge - Unit 1

Theory of human nutrition and dietetics
<p>Role and function of nutrients – energy, protein, fat, carbohydrate, alcohol, fibre, water, vitamins, minerals, electrolytes and trace elements – in human metabolism, including</p> <ul style="list-style-type: none"> - requirements through the lifecycle - effects of deficiency and toxicity - food sources <p>Role and function of non-nutritive substances in human metabolism</p> <p>Impact of nutrition on physical performance and well-being</p> <p>Nutrition needs of various community groups and the nutrition problems of specific at-risk groups, particularly in Australia</p> <p>Role and function of major body systems including GIT, cardiovascular, renal, pulmonary, immune and endocrine</p> <p>Major diseases related to nutrition</p> <p>Biochemical and physiological parameters of disease</p> <p>Nutrient–drug interactions</p> <p>Methods of assessment for individuals and groups</p> <p>Dietary interviews, history-taking and recording, description of food habits</p> <p>Anthropometric methodology, reference standards and their applications</p> <p>Clinical signs of nutrition status, the definition and classification of nutrition disorders</p> <p>Factors affecting biochemical measurements, and reference standards</p> <p>Qualitative and quantitative methods of estimating nutrient intakes</p>
Food use in society, especially Australia
<p>The nature of society and factors affecting its subgroups in respect of food and eating</p> <p>Ecological issues of food supply and food policy</p> <p>Environmental and psychosocial influences on lifestyle development through the lifecycle</p> <p>Food consumption trends in Australia</p> <p>Food habits of common ethnic or cultural groups in Australia</p> <p>Influence of cultural issues on food choice</p> <p>Factors affecting attitudes to food and health</p> <p>Patterns of food marketing, distribution and consumption</p>

History and future use of food
Practices in domestic and institutional food use
Preparation and ingredient composition of foods and meals
Impact of foods eaten away from home
Influences of cultural background on food choices
Indigenous health issues
Equity and equality issues

Food science, as it relates to nutrition and dietetics

Food analysis and estimation of food consumption, including additives and nutrients
Nature and behaviour of food under various conditions, cooking methods, organoleptic properties of food, recipe construction and modification, knowledge of food serving sizes
Food technology, methods and effects of food processing and packaging
Principles of food microbiology, hygiene and toxicology
Special diet food products and formulations and their applications
Functional foods
Food labelling and health claims
Variety of food analysis package
Food standards and food regulation legislation

Food service systems

Principles of food service
Large and small scale cooking equipment
Principles of menu planning and recipe standardisation
Principles of food preparation on small and large scale
Principles of portion control and equipment size
Quantity cookery equipment and methods of use
Staff classification and award conditions

Principles of education theory as it applies to dietetic practice

Theories of learning and food education, including principles of adult learning
Philosophy of nutrition education
Characteristics of helping relationships
Group education techniques

Theories of communication including counselling, behavioural science

Theories of behavioural changes and behaviour modification
Communication theory
Sociology and human behaviour
The communication process, models, enhancers and distracters
Principles of individual counselling in the community
Methods of self-analysis
The practice of interviewing and history-taking

<p>Theories of organisation and management</p> <p>Types of groups and their dynamics Organisational structure and behaviour Principles of industrial relations Theories of planning, including strategic planning Business planning and principles of financial planning Principles of quality management, including accreditation Management and leadership styles Measuring outcomes and evaluation, including benchmarking Methods for compiling reports and submissions Principles of human resource management Acts of law, including Workplace Health and Safety, Anti-discrimination Act, Privacy Act DAA policies and guidelines Meeting etiquette Codes of professional conduct and ethics</p>
<p>Theory of health promotion, community and public health</p> <p>Definition, history and philosophies of public and community health movements Australian Federal and State Health policy, including nutrition guidelines and policies International health and nutrition policies, such as those promoted through the World Health Organisation Description of community profiles Needs assessment of communities and populations Nutrition and health in developing countries Nutrition problems in Australian communities Theories of health education, health promotion, health advocacy and community development Principles of program management, including assessment, planning, implementation and evaluation Issues which influence the nature of, access to and effectiveness of health services Knowledge of local food use information from demographic, epidemiological and anthropological sources Consumer legal issues Health promotion strategies</p>
<p>Nutrition research and evaluation</p> <p>Research ethics and principles for conducting clinical trials Principles of research design, including data management and statistical analysis Quantitative and qualitative research methodology Principles of evidence based practice, including critical appraisal of the literature Principles of epidemiology and sampling methodology</p>

5.2 Knowledge and skill at professional level – Units 2-9

Unit 2 Interpreting nutrition science as practical information
Food composition data analysis <ul style="list-style-type: none">• to determine for clients nutrient content of diets• to determine nutrient content of recipes, meal plans and menus• to develop food guidance systems and ready reckoners• to develop an awareness of the limitations of food composition analysis Computing skills in dietary analysis, record-keeping and recipe analysis Knowledge of the relationships between food eaten and the development and treatment of disease in counselling, education and other forms of communication Use of appropriate tools and their modification to meet client need Development and design of written material and visual aids
Unit 3 Nutrition assessment
Collection of appropriate material for nutrition assessment in a clinical setting Conduct of client and family interviews Collection and analysis of dietary data in a practical setting Interpretation and integration of anthropometric, biochemical and dietary data Relationships of nutrition status and dietary intake data to individual requirements and problems Recognition and definition of nutrition risk in overall perspective Understanding of the roles and responsibilities of the dietitian in nutrition assessment and diagnosis
Unit 4 Management of individual nutrition care in clinical and community settings
Potential clinical signs and symptoms of major nutrition diseases Biochemical indicators of major nutrition problems Knowledge of the effects of diet and nutrition status on the development and progress of disease and disease conditions Knowledge of the effects of disease and clinical condition on nutrition and health status Models for case management and case presentation Goals for nutrition care Develop, implement and document nutrition care plans for individuals Evaluate nutrition care and its clinical impact Counselling individuals and families Documentation procedures Knowledge and appropriate use of resources Development of high standard of nutrition care Dietary modifications for menu planning and food preparation at home and in institutions Health service and community structures and functions Community supports relevant to clients' problems Appropriate functioning within the health care team

Unit 5 Management of nutrition programs in the community

Food and nutrition policies and their development and use as a planning basis
Issues which influence nature of, access to and effectiveness of health services
Knowledge of community expectations and legal rights of families
Needs assessment for small groups and development of program goals
Intervention strategies for community and public health settings
Principles and models of development and evaluation of nutrition programs in a community setting
Aims and behavioural objectives of education programs
Planning, implementation and evaluation of education programs
Cost-effectiveness of differing strategies
Small-group management

Unit 6 Ensuring a safe and nutritious food supply

Roles of food processors, consumers and the media in food and nutrition policy formation
Knowledge of interdepartmental and interagency co-operation in reducing barriers to promoted eating habits
Advocacy on behalf of individuals, groups and the profession to influence the wider environment of factors affecting eating behaviour and nutrition standards
Food service systems, plant and equipment for large and small institutions
Principles of portion control and equipment size in a practical situation
Principles of menu planning and recipe standardisation for food service systems
Resource utilisation in food service systems, and costing procedures
Food service policy, procedure and standards
Development of nutrition philosophies and guidelines for food services
Computing skills in recipe analysis and costing procedures
Health and food law in food service practices
Understanding of the principles of personnel management

Unit 7 Research and evaluation

Review and utilisation of professional literature in professional issues
Application of research questions to particular projects
Statistical manipulation of data
Systematic interpretation of nutrition and dietary assessment results
Principles of quality assurance and peer review in actual situations
Reports and research proposal preparation and presentation

Unit 8 Developing an organised, professional and ethical approach to work
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Communication with team members and superiors Role of the dietitian as a consultant Networking with other staff and resource people Priority-setting and time management Record maintenance, documentation Benchmarking and other measures of outcomes and outputs Simple cost-control measures and budgeting Knowledge of DAA Code of Professional Conduct Demonstrates reflective practice DAA Code of Ethics and DAA Code of Professional Practice Principles and application of quality assurance Other professional codes of practice and organisational codes of conduct Principles of continuing professional development including the DAA Accredited Practising Dietitian (APD) Program
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Unit 9 Professionalism, advocacy, innovation and leadership
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To be advised
