



## Statement of Inherent Requirements

<b>Faculty</b>	Health
<b>Discipline</b>	Nutrition and Dietetics
<b>Courses</b>	<b>Undergraduate Course</b> Bachelor of Human Nutrition [686AA]  <b>Postgraduate Courses</b> Graduate Certificate in Human Nutrition [773AA] Graduate Diploma in Nutritional Science [174JA] Master of Nutrition and Dietetics [772AA]

<b>Ethical Behaviour</b>
<b>Inherent Requirement</b> <ul style="list-style-type: none"><li>Behave ethically and professionally in academic and professional environments, complying with relevant standards and codes of ethics applicable to the profession.</li></ul>
<b>Rationale</b> <ul style="list-style-type: none"><li>Compliance with relevant professional standards and/or codes of conduct and commonly accepted standards of professional behaviour facilitates safe, competent interactions and relationships for students and the people they engage with in all contexts. This supports the physical, psychological, emotional and spiritual wellbeing of all.</li></ul> <p>Related Professional Requirements:</p> <ul style="list-style-type: none"><li><a href="#">National Alliance of Self-Regulating Health Professionals</a></li><li><a href="#">National Competency Standards for Dietitians in Australia</a></li><li><a href="#">Dietitians Australia Code of Conduct for Dietitians &amp; Nutritionists</a></li><li><a href="#">Dietitians Australia Scope of Practice for dietitians</a></li><li><a href="#">Nutrition Society of Australia Code of Ethics</a></li></ul>
<b>Examples</b> <ul style="list-style-type: none"><li>Apply ethical behaviour in the management of confidential and sensitive personal information.</li><li>Reflect on ethical dilemmas and issues and take responsibility for ensuring awareness of ethical behaviour.</li><li>Operate within own role and responsibilities in the clinical setting.</li></ul>

<b>Legal Compliance</b>
<p><b>Inherent Requirement</b></p> <ul style="list-style-type: none"> <li>Comply with Australian Law, professional regulations and/or scope of practice relevant to the professions.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>Knowledge, understanding and compliance with Australian Law and professional regulations will facilitate effective, professional, responsible and accountable food science and human nutrition professionals, and is necessary to work effectively and meet professional registration requirements.</li> </ul> <p>Related Professional Requirements: Privacy Act 1988, Health Practitioner Regulation National Law (ACT)</p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Complies with all pre-placement requirements as appropriate (e.g. National Police Checks, immunisations, privacy and confidentiality agreements, internship learning agreements, confirmation of insurance notifications).</li> <li>Demonstrated competent practice to the standards described by the Dietitians Australia Competency Standards for Dietitians 2021.</li> <li>Compliance with the <a href="#">University of Canberra Privacy Policy</a>, which complies with the <a href="#">Information Privacy Act 2014 (ACT) (the Privacy Act)</a> and the <a href="#">Territory Privacy Principles (TPPs)</a>. Practicing within the Association scope of practice.</li> </ul>

<b>Communication Skills</b>
<b>1. Expressive Communication Skills</b>
<p><b>Inherent Requirement</b></p> <ul style="list-style-type: none"> <li>Ability to communicate effectively verbally and/or in writing, in English, to a standard that allows clear scholarly and professional-level messages and text with language use and style appropriate to the audience.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.</li> </ul>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Construct coherent written communication to an academic and professional standard as appropriate to the circumstances.</li> <li>Advocate for the needs of others and facilitate change and empowerment of health in others.</li> <li>Actively participate in group discussions e.g. case conferences and information discussions concerning patient or client care.</li> </ul>
<b>2. Receptive Language Skills</b>
<p><b>Inherent Requirement</b></p>

- Ability to assess concepts and meaning in English, using knowledge of language, background knowledge, critical thinking skills and self-reflection.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as to solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Read and comprehend information presented in a variety of standard formats such as handwritten notes; test results, graphical formats such as charts and accessing computerised information.
- Comprehend spoken English delivered at conversational speed (including noisy environments, such as hospital wards).
- Participating in tutorial, simulation, clinical and placement discussions.
- Understand and apply current scientific evidence in particular area of specialisation (public health, food science, human nutrition, dietetics).
- These skills are not restricted to the English language and a diverse health workforce is highly valued.

### 3. Interpersonal Communication Skills

#### Inherent Requirement

- Respectful communication with others, including the ability to understand, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as to solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Create and develop rapport with peers, academic and professional staff conducive to effective working relationships.
- Cultural responsiveness, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting.
- Assess patient/client/group reactions to facilitate appropriate nutritional care.

### Behavioural Stability

#### Inherent Requirement

- Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional relationships to acceptable community standards.

#### Rationale

- Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines and ambiguously defined problems.

### Examples

- Reflecting on practice and responding appropriately to constructive feedback.
- Managing own emotions and behaviour effectively when dealing with individuals and/or groups in the academic environment, and clinical or health settings.
- Undertake reflective practice, and seeking personal and professional support and/or assistance when needed.

## Motor Skills

### Inherent requirement

- Sufficient tactile function, strength and mobility to function within the nutritionist's and dietitian's scope of practice

### Rationale

- Dietetics requires gross and fine motor function in order to consistently provide safe and effective nutritional care in order to minimise the risk of harm to self and others.

### Examples

- Physically examine people of different genders (as part of a nutrition assessment or body composition assessment).
- Cleanse hands and forearms using disinfecting products.

## Sensory Skills

### Inherent requirement

- Sufficient sensorimotor skills including visual, auditory and tactile acuity to function within the nutritionist's and dietitian's scope of practice.

### Rationale

- Nutrition and Dietetics requires visual, auditory and tactile acuity in order to consistently provide safe and effective nutritional care in order to minimise the risk of harm to self and others.

### Examples

- Assess client appearance, behaviour, posture, movement and speech.
- Monitor the broader practice environment (including observing multiple clients and events simultaneously).
- Differentiate between foods using taste.

## Cognitive Skills

### **Inherent Requirement**

- Acquire knowledge, process information, analyse, think critically and synthesise information (relating to current scientific knowledge) to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive, numeracy and literacy skills, including focus, memory, and attention to detail.

### **Rationale**

- Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.

### **Examples**

- Calculating measurements from data e.g. anthropometric measurements, nutritional requirements, enteral/parenteral feeding regimens, therapeutic dietary prescriptions.
- Interpreting clinical, nutritional and health data to form a nutritional diagnosis and make priority nutritional management decisions.
- The ability to read, decode, interpret, synthesis and comprehend information from multiple sources, and implement relevant knowledge of theory into practice.

## **ICT Capacity**

### **Inherent Requirement**

- Acquire and employ information and communications technology (ICT) skills in an appropriate and effective manner, utilising a range of systems in both the academic and professional setting.

### **Rationale**

- Competent ICT skills are essential to successfully access, apply and communicate information in diverse models of service delivery.

### **Examples**

- Submit assessment items online.
- Use of current scientific literature databases and food analysis software.
- Use ICT to access information and to complete assessment tasks as required.
- Use ICT in the clinical setting, e.g. completing case notes in the health record system.

## **Sustainable Performance**

### **Inherent requirements**

- Consistently completes tasks in a timely manner and within a designated period, where required, while maintaining consistency and quality of performance.

### **Rationale**

- Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care.

### Examples

- Remain focussed and provide consistent responses over the course of a clinical placement.
- Perform multiple tasks in an assigned period with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately.
- Attend work-integrated learning in a range of settings and for the required number of hours, within a reasonable period.