



Statement of Registration Competency Requirements

Role of the New Zealand Registered Dietitian

The registered dietitian is the dietetic professional who is registered to practise dietetics and whom assumes accountability and responsibility for her/ his own actions.

Dietetics is the discipline of applying nutritional science to individuals and groups in states of disease and health. Evaluation of group and individual needs is undertaken within the social, economic and cultural context of the community and the prevailing health issues. The registered dietitian acts as a clinician, health promoter, food service manager, advocate, researcher, knowledge broker, resource manager, policy maker, advisor, educator, nutrition counsellor, accreditor and quality manager.

The aim of dietetic practice is to promote positive health outcomes through optimal nutrition. The dietitian is a reflective practitioner and lifelong learner, continually critiquing her/his own performance and improving their standards of practice.

Pre registration programmes are designed to prepare a practitioner to provide safe, competent and responsible dietetic care in a variety of health settings. The overriding aim of these educational programmes is the development of knowledge, skills, and attitudes to enable the practitioner to provide quality dietetic care to individuals and groups. Dietetic care includes the provision of safe, enjoyable, nutritionally adequate and appropriate food and fluid to meet people's nutritional needs.

Educational programmes aim to develop competence in the principles and application of clinical nutrition, of communication and education, of nutritional health promotion of

management and food service systems management, of quality systems, of research, lifelong learning, culturally appropriate behaviour and professionalism.

The registered dietitian recognises and practises within the limits of her/his education and competence. She/he is an independent and interdependent practitioner.

The Dietitians Board of New Zealand strongly encourages entry level dietitians to be supervised in their first year of practice.

The entry level dietitian will actively engage in the Continuing Competency programme using an experienced dietitian as their mentor. The mentor will identify with the entry level dietitian developmental supervisory requirements.

What is Dietetic Competence?

Dietetic competence is the ability of a person to fulfil the dietetic role safely and effectively. It encompasses the entire spectrum of knowledge and skills described above, but given the complexity of the role acknowledges that full expertise will develop with experience.

Continuing Competency assists dietitians to maintain their professional standards and enhance their practice by commitment to quality improvement in their work and commitment to lifelong learning.

What are the New Zealand Board's Registration Competency Requirements?

They are statements which describe the combination of learning outcomes; knowledge, skills and attitudes, required for successful performance as a dietitian. The standards describe the minimum level of acceptable performance for an entry level practitioner. The entry level dietitian is required to demonstrate achievement

of the required standard in all competency areas to be eligible to apply for registration.

The learning outcomes have been grouped to reflect the areas of practice of NZ dietitians. It is the combination of these areas of practice which define the role of the dietitian.

What purpose do the Registration Competency Requirements Serve?

These statements have a number of positive attributes, particularly in the maintenance of professional standards and can be used to serve the following purposes:

1. Consumers

They provide a national public statement on dietetics and the role of the dietitian.

2. Registration

These statements provide a basis for the assessment of:

- Dietitians prepared in NZ for registration
- Dietitians prepared overseas seeking registration in NZ.

3. Self Assessment and Continuing Competency

These statements can be used by the dietitian for self assessment in order to:

- Direct Continuing Competence activities and standards
- Review competence prior to changing area of practice
- Identify self development and continuing education needs.

4. Educators

The statements will be used by dietetic educators to develop and refine curricula with valid assessments and measurable outcomes.

5. Dietitian Managers

These statements provide guidelines to assist in providing an environment which is conducive to dietitian practitioners at least meeting the entry level requirements for practice.

6. Other Health Professionals

These statements will inform other health professionals of the scope of dietetic practice and the minimum standards required of dietitians.

COMPETENCY

LEARNING OUTCOMES

PERFORMANCE CRITERIA

	1. COMMUNICATION				2. FACILITATE QUALITY LEARNING	3. RESEARCH	4. APPLIED NUTRITION 4A Practice of Clinical Nutrition 4B Application of Clinical Dietetics 4C Clinical Community Dietetics			5. PUBLIC HEALTH NUTRITION		6A Management Systems	6B Manage Food Service Systems	6C Manage Quality	7. CULTURAL COMPETENCE AND PROFESSIONALISM
	1.1 The entry level dietitian conducts effective interpersonal communication.	1.2 The entry level dietitian conducts professional communication with clarity and precision.	1.3 The entry level dietitian facilitates effective nutrition counselling relationships for individuals.	1.4 The entry level dietitian uses the consultation process.	2.1 The entry level dietitian facilitates quality learning for self and groups.	3.1 The entry level dietitian conducts a simple research project.	4A The entry level dietitian manages the nutritional care of individuals in a clinical setting.	4B The entry level dietitian manages the nutritional care of individuals with nutrition related disorders.	4C The entry level dietitian applies the knowledge and practice of clinical dietetics to individuals and groups within the community.	5.1 The entry level dietitian assesses, plans, implements, monitors and evaluates public health nutrition programmes.	5.2 The entry level dietitian assesses, plans, implements, monitors and evaluates health protection programmes.	6A The entry level dietitian will manage a small dietetic service.	6B The entry level dietitian will assist in the management of a foodservice unit.	6C The entry level dietitian manages the quality of her/his practice.	7.1 The entry level dietitian demonstrates professionalism and is developing an understanding of culturally appropriate practice.
	<p>1.1.1 Demonstrates ability to identify and use appropriate communication techniques for the specific needs of individuals and groups. This includes people from all socio-demographic groups.</p> <p>1.1.2 Reflects on her/his own interpersonal communication.</p>	<p>1.2.1 Uses written and oral English with ease in the context of: Demonstrating the ability to present a logical argument. Conducting formal presentations with credibility. Using effective negotiation skills. Using assertiveness techniques appropriately. Using networking skills.</p> <p>1.2.2 Develops written and oral communication skills appropriate for working with the media.</p> <p>1.2.3 Uses advocacy to positively influence communication outcomes.</p>	<p>1.3.1 Demonstrates an awareness of personal communication style, own attitudes and values in relation to this.</p> <p>1.3.2 Demonstrates understanding of Motivational Interviewing techniques for nutrition counselling. Demonstrates the efficacy of other nutrition counselling approaches.</p> <p>1.3.3 Demonstrates ability to counsel cognisant of the physical environment.</p> <p>1.3.4 Reflects on her/his own nutrition counselling to enhance practice.</p> <p>1.3.5 Enables clients to be self-sufficient managing their own nutritional care. Demonstrates an awareness of the physical and social environment on an individuals ability to change behaviour.</p>	1.4.1 Demonstrates understanding of the importance of consultation with individuals and groups.	<p>2.1.1 Demonstrates understanding of learning theories and learning processes.</p> <p>2.1.2 Fosters a willingness to learn in self and others.</p> <p>2.1.3 Uses Reflective Practice to enhance learning experiences.</p>	<p>3.1.1 Demonstrates understanding of basic research methodologies and their application to dietetic practice.</p> <p>3.1.2 Conducts an evaluative literature search.</p> <p>3.1.3 Develops skills in designing a simple research questionnaire.</p> <p>3.1.4 Conducts a research focus group.</p> <p>3.1.5 Uses and interprets descriptive statistics.</p> <p>3.1.6 Plans, undertakes and evaluates a simple, defined research project.</p> <p>3.1.7 Reflects on the application of research to dietetic practice. Demonstrates understanding of the principles of evidence informed practice.</p>	<p>4A.1.1 Demonstrates an understanding of nutrition related disorders and their management.</p> <p>4A.1.2 Conducts appropriate nutritional assessments.</p> <p>4A.1.3 Prepares nutritional care plans taking into account individuals needs and their cultural preferences.</p> <p>4A.1.4 Implements, monitors and evaluates nutritional care plans.</p> <p>4A.1.5 Recognises and manages a continuum of nutrition care in primary, secondary and tertiary settings.</p> <p>4A.1.6 Advises on the use of special feeding equipment and techniques.</p> <p>4A.1.7 Prescribes and evaluates the use of special purpose foods.</p> <p>4A.1.8 Demonstrates understanding of drug-nutrient interactions.</p> <p>4A.1.9 Demonstrates knowledge of procedures for quality treatment and record keeping.</p> <p>4A.1.10 Uses a multi-disciplinary approach to the delivery of nutritional care.</p>	<p>4B.1.1 Demonstrates understanding of the pathophysiology and management of individuals with nutrition related disorders. These include: Cardiovascular, Endocrine, Gastrointestinal, Immunological, Neurological, Obesity, Paediatric, Renal, Respiratory.</p> <p>4B.1.2 Manage nutritional support for individuals with: Cancer, Malnutrition, Starvation, Palliative Care, Dysphagia.</p> <p>4B.1.3 Demonstrates understanding of the pathophysiology and manages the care of individuals requiring enteral feeding.</p> <p>4B.1.4 Understand the pathophysiology and the principles of management of nutritional support for individuals with conditions including: Head injury, Neuro surgery procedures, Perioperative care, Solid organ transplant, Sepsis, Trauma.</p> <p>4B.1.5 Demonstrate understanding of the pathophysiology and the principles of management of individuals with nutrition related disorders including: Inborn Errors of Metabolism, Plastic Surgery and Burns Support, Eating Disorders.</p> <p>4B.1.6 Demonstrate understanding of the pathophysiology and the principles of management of parenteral feeding.</p>	<p>4C.1.1 Plans and implements strategies for the management of nutrition related disorders in the community. Identifies and collaborates with organisations, groups and individuals in the community to deliver nutritional care.</p> <p>4C.1.2 Manages the nutritional care of individuals or groups with specific needs including mental health, intellectual and physical disabilities.</p> <p>4C.1.3 Supports optimal nutrition status of individuals and groups with lifecycle specific needs in the community: pregnancy, lactation, infancy, childhood, adolescence, adulthood and older age.</p>	<p>5.1.1 Demonstrates an understanding of health promotion concepts including the Treaty of Waitangi and the Ottawa Charter.</p> <p>5.1.2 Develops a plan for a community centred, theory informed public health nutrition programme.</p> <p>5.1.3 Evaluates a Public Health nutrition programme plan.</p> <p>5.1.4 Demonstrates an understanding of Public Health nutrition programmes in New Zealand.</p>	<p>5.2.1 Demonstrates an understanding of health protection concepts.</p> <p>5.2.2 Develops a plan for a community centred, theory informed Public Health protection programme.</p> <p>5.2.3 Evaluates a Public Health protection programme plan.</p> <p>5.2.4 Demonstrates an understanding of Public Health protection programmes in New Zealand.</p>	<p>6A.1 Demonstrates an understanding of the principles of small business development, planning, and monitoring.</p> <p>6A.1.1 Develops a market needs based business plan for a small dietetic service.</p> <p>6A.1.2 Evaluates a small dietetic service business plan.</p> <p>6A.1.3 Uses knowledge of principles of human resources management, business management, financial management, marketing management and resource management.</p>	<p>6B.1 Demonstrates an understanding of current food production systems by planning, managing and evaluating food production systems.</p> <p>6B.2 Demonstrates an understanding of current food service distribution systems by planning, managing and evaluating food distribution systems.</p> <p>6B.3 Applies knowledge of food safety legislation and practice to manage and evaluate the service of safe food.</p> <p>6B.4 Demonstrates knowledge of planning, designing and evaluating food service facilities, equipment and technology.</p>	<p>6C.1 Demonstrates a commitment to quality improvement in all aspects of her/his practice.</p> <p>6C.2 Uses relevant quality management approaches in the management of her/his practice. Demonstrates understanding of different approaches to quality management.</p> <p>6C.3 Uses review processes, including self, peer and external audit as part of her/his quality management programme.</p> <p>6C.4 Uses Reflective Practice to monitor, enhance her/his practice and the practice of others.</p> <p>6C.5 Demonstrates knowledge of the dietetic profession's Continuing Competency Programme.</p>	<p>7.1.1 Has a working knowledge of the principles of the Treaty of Waitangi and their application to dietetic practice. Demonstrates an understanding of the, legal, professional, ethical and social framework for dietetic practice.</p> <p>7.1.2 Conducts her/his practice acknowledging their own limits of cultural safety.</p> <p>7.1.3 Demonstrates ability to communicate with people from different cultural backgrounds and practises in a way which respects other culture's customs.</p> <p>7.1.4 Has an awareness of the ethical and cultural implications of research.</p> <p>7.1.5 Conducts her/himself as an effective team member or team leader.</p> <p>7.1.6 Demonstrates competency in use of current information technology.</p> <p>7.1.7 Recognises the limitations of her/his knowledge and professional competence and understands the implications of these.</p>

Entry level practitioners are required to demonstrate the learning outcomes in each competency area with acceptable minimum levels of competence, without assistance.

Achievement of all the performance criteria to this standard will be regarded as evidence each learning outcome has been achieved.

NEW ZEALAND DIETITIANS BOARD

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