

<b>UNIT CODE</b>	<b>HLTAHA039</b>
<b>UNIT TITLE</b>	<b>Assist in the development of meals and menus to meet dietary and cultural requirements.</b>
<b>APPLICATION</b>	<p>This unit describes the skills and knowledge required to provide assistance to an allied health professional. Work includes assisting with the planning and evaluating of meals and menus based on the Australian Dietary Guidelines, and other dietary guidelines, in consultation with a dietitian to meet the nutritional and cultural needs of individuals within individual groups. It involves the selection and planning of balanced meals, general menu planning principles and the development and evaluation of menus.</p> <p>This unit applies to allied health assistants and should be performed under the direct, indirect or remote supervision and delegation of an Allied Health Professional (AHP)</p> <p>The skills in this unit must be applied in accordance with Allied Health Assistant Framework, Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Allied Health
<b>UNIT SECTOR</b>	Health

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Receive delegation and gather information.	1.1 Obtain written or verbal delegation for an allied health activity from the allied health professional. 1.2 Obtain information from relevant sources and delegating allied health professional, according to organisational policy and procedures. 1.3 Discuss and confirm with delegating allied health professional dietary requirements, therapy and treatment plans.

2. Identify the nutrients and food group serves recommended for good health for individual groups.	2.1 Categorise foods according to food groups, identifying key nutrients by each food group and individual foods within that group. 2.2 Identify recommended serves of various food groups for individual group, in consultation with a dietitian.
3. Plan and develop menus in accordance dietary and menu guidelines.	3.1 Plan individual menus according to menu planning principles. 3.2 Select food preparation and cooking methods in consultation with food production personnel to maintain maximum nutritional value of foods. 3.3 Plan individual meals and menus to minimise nutrient imbalance, incorporating relevant dietary guidelines. 3.4 Plan food group serves to meet the nutritional needs of individuals within persons groups. 3.5 Discuss and confirm individual menu plans with the delegating dietitian.
4. Identify food-related cultural and religious needs of individual groups.	4.1 Identify individual group, use correct terminology and observe cultural customs. 4.2 Consider cultural groups and general characteristics of their cuisine in individual menu planning. 4.3 Identify dietary regimes and practices associated with cultural and religious groups that may influence food choices. 4.4 Plan and modify individual meals and menus to meet specific cultural and religious needs of individual group in line with organisational and menu guidelines.
5. Evaluate meals and menus.	5.1 Follow processes defined by delegating dietitian to evaluate meals and menus to ensure they meet nutritional requirements of individual. 5.2 Follow processes defined by delegating dietitian to evaluate meals and menus to ensure they meet cultural and religious needs of the person. 5.3 Follow processes defined by dietitian to evaluate meals and menus to ensure persons satisfaction. 5.4 Evaluate individual meals and menus to ensure feasibility of production in relation to equipment, time and skills as well as budgetary constraints. 5.5 Make adjustments to individual persons menus according to findings and the delegating dietitian's directions.

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	■
Writing skills to:	■
Oral communication skills to:	■

Numeracy skills to:	■
Learning skills to:	■
Problem-solving skills to:	■
Initiative and enterprise skills to:	■
Teamwork skills to:	■
Planning and organising skills to:	■
Self-management skills to:	■
Technology skills to:	■

<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for HLTAHA039 Assist in the development of meals and menus to meet dietary and cultural requirements.</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ plan, develop and evaluate menus for three individual groups, one in simulation and two in the workplace, based on organisational food, nutrition and therapeutic diet guidelines or the Australian dietary guidelines for provision of food for individuals</li> <li>■ plan and modify meals and menus for at least two people with specific cultural or religious food-related requirements in simulation</li> <li>■ perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrate the knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ allied health core competencies: <ul style="list-style-type: none"> <li>○ person-centred care</li> <li>○ individual therapy</li> <li>○ group therapy</li> </ul> </li> </ul>
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- communication of person information
- equipment and environment
- relevant organisational food, nutrition and diet guidelines
- Australian dietary guidelines and other relevant guidelines
- cooking methods and equipment
- food preparation and food service systems
- principles of nutrition, diet therapy, nutrition supplements and factors that place person at risk of malnutrition and inadequate hydration
- common fluid and food restrictions
- how to recognise malnutrition
- policy and procedures in relation to:
- organisational policies and procedures in relation to:
  - confidentiality
  - documentation
    - reporting
    - recording patient data
    - written communication to Allied Health Professional
- professional behaviour and presentation
- infection control practices food safety program as they relate to assisting with meals, menus and dietary guidelines
- occupational health and safety
- manual handling
- supervisory, delegation
- range of menus and menu items
- standardised recipes
- various cultural and religious requirements in relation to food, relevant to the profile of the community served by the organisation including:
  - halal
  - types of vegetarianism
    - ovo-lacto,
    - lacto
    - vegan
  - kosher
- legal and ethical considerations relevant to allied health
- 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
- allied health settings:
  - hospital
  - community health
  - mental health
  - disability sector
  - aged care sectors.

<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace or in a simulated environment as specified in the performance evidence that model industry operating conditions including access to real people for simulations and scenarios. All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace.</p> <p>Assessment must ensure access to use of suitable facilities, equipment and resources, including:</p> <ul style="list-style-type: none"><li>■ food safety standards and procedures</li><li>■ manufacturers' manuals and recommendations for equipment</li><li>■ food packaging and storage requirements</li><li>■ work plan</li><li>■ menu planning tools</li><li>■ individualised plans and any relevant equipment in the plan.</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors and be an allied health assistant with a minimum of three years of professional experience in allied health services or a recognised Allied Health Professional.</p>
<b>LINKS</b>	Companion Volume Implementation Guide