

# Clinical Task Instruction

DELEGATED TASK

## D-DN03: Provide nutrition education materials to a client with cancer

### Scope and objectives of clinical task

This CTI will enable the Allied Health Assistant (AHA) to:

- provide standard education and information including supporting resources for nutrition to clients with cancer using the Queensland Health's Nutrition Education Materials Online (NEMO).
- provide client-specific information/education, as defined by the health professional in the delegation instruction.

#### VERSION CONTROL

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The CTI reflects best practice and agreed process for conduct of the task at the time of approval and should not be altered. Feedback, including proposed amendments to this published document, should be directed to AHPOQ at: [allied\\_health\\_advisory@health.qld.gov.au](mailto:allied_health_advisory@health.qld.gov.au).

This CTI should be used under a delegation framework implemented at the work unit level. The framework is available at: <https://www.health.qld.gov.au/ahwac>

Please check <https://www.health.qld.gov.au/ahwac/html/clintaskinstructions.asp> for the latest version of this CTI.

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# Requisite training, knowledge, skills and experience

## Training

- Completion of CTI D-WTS01 When to stop
- Mandatory training requirements relevant to Queensland Health/HHS clinical roles are assumed knowledge for this CTI.
- Completion of the following Queensland Health allied health assistant training module (or corresponding units of competency in HLT43015 Certificate IV in Allied Health Assistance) or equivalent work-based learning:
  - Nutrition and Dietetics Guide for Allied Health Assistants. Part 1.2.1 Principles of Nutrition p 47-52.Access the module at: <https://www.health.qld.gov.au/ahwac/html/ahassist-modules>

## Clinical knowledge

The following content knowledge is required by an AHA delivering this task:

- the principles of nutrition for good health
- the rationale for providing nutritional education to clients with cancer, including common questions and responses, and indications to seek further management of advice e.g. allergies, cultural/religious requirements, intolerances and fads
- the NEMO education/information resource used to provide nutritional education with relevance to the local client cohort, client's health and healthcare needs.

The knowledge requirements will be met by the following activities:

- completing the training program/s (listed above)
- reviewing the Learning Resource
- receiving instruction from an allied health professional in the training phase.

## Skills or experience

The following skills or experience are not identified in the task procedure but support the safe and effective performance of the task and are required by an AHA delivering this task:

- Nil

# Safety & quality

## Client

- The AHA will apply CTI D-WTS01 When to stop at all times.
- In addition, the following potential risks and precautions have been identified for this clinical task and should be monitored carefully by the AHA during the task:
  - When providing education, if the client demonstrates signs of poor cognition including short term memory loss, confusion, perceptual problems or poor attention, cease the task. If the client has a carer present, educate the carer. Where there is no carer, cease the task and liaise with the delegating health professional.
  - Clients requesting information beyond that available in the standard education resource and this CTI should be referred to the delegating health professional for follow-up. AHAs must not attempt to provide information that sits outside their scope of clinical knowledge and training. Offering information based on personal opinion or experience is not appropriate in a clinical setting.
  - If the client expresses concern about the information the AHA is providing, or indicates that they may have heard something different, reassure the client that the information provided is the most up to date available, and has been developed by a state-wide dietetic network. If the AHA is unable to answer questions, or the client continues to indicate they believe the information is not correct, consult with the delegating health professional.

## Equipment, aids and appliances

- Nil

## Environment

- Ensure the environment is managed appropriately for effective communication e.g. minimising distractions, closing the door or curtain for privacy, having the client wear their reading glasses and/or hearing aids.

# Performance of Clinical Task

## 1. Delegation instructions

- Receive the delegated task from the health professional.
- The delegating health professional should clearly identify parameters for delivering the clinical task to the specific client, including any variance from the usual task procedure and expected outcomes. This may include:
  - the client resource/handout or poster for use.
  - specific information to be adjusted, emphasised or discussed during the education session. Refer to the Learning Resource.
  - factors impacting the delivery of information such as hearing or sight problems, English as a second language or neurological problems impacting communication.

## 2. Preparation

- Collect or print the required client education resources.

## 3. Introduce task and seek consent

- The AHA introduces him/herself to the client.
- The AHA checks three forms of client identification: full name, date of birth, *plus one* of the following: hospital UR number, Medicare number, or address.
- The AHA describes the task to the client. For example:
  - “The dietitian has asked me to provide you with some information on (*name of resource requested*)”.
- The AHA seeks informed consent according to the Queensland Health Guide to Informed Decision-making in Health Care, 2<sup>nd</sup> edition (2017).

## 4. Positioning

- The client’s position during the task should be:
  - in a position where they can read printed resources (where relevant) and converse with the AHA. Ideally the client should be comfortably seated in a chair or sitting up in bed.
- The AHA’s position during the task should be:
  - in a position where they can read the information resource and converse with the client. Ideally the AHA should be facing the client and at eye level. Positioning such that the client can clearly see the AHA is particularly important for clients with hearing or other communication problems.

## 5. Task procedure

- Explain and demonstrate (where applicable) the task to the client.
- Check the client has understood the task and provide an opportunity to ask questions.
- The task comprises the following steps:
  1. Where possible, move to a quiet area or close curtains/door to limit distractions.
  2. Provide the information/education resource to the client.
  3. Present information/education e.g. a summary of the resource including any variants to the standard information requested by the delegating health professional.
  4. Discuss any particular strategies on the information brochure that have been highlighted by the delegating health professional.
- During the task:
  - check that the client understands the information provided by asking if he/she has any questions and by gauging whether the client appears confused or concerned about the information.
  - note any questions that the client has that are not covered by the printed resource or by the AHA’s training and indicate to the client that these questions will be provided to the relevant health professional for follow-up.
  - monitor for adverse reactions and implement appropriate mitigation strategies as outlined in the “Safety and quality” section above including CTI D-WTS01 When to stop.

- At the conclusion of the task:
  - ask the client if they have understood and/or if they have any further questions.
  - ensure the client is comfortable and safe.

## 6. Document

- Document the outcomes of the task in the clinical record, consistent with relevant documentation standards and local procedures. Include observation of client performance, expected outcomes that were and were not achieved, and difficulties encountered or symptoms reported by the client during the task.
- For this task the following specific information should be presented:
  - topic of the education/information or title of the written resource provided.

## 7. Report to delegating health professional

- Provide comprehensive feedback to the health professional who delegated the task.

## References and supporting documents

- Queensland Health (2015). Clinical Task Instruction D-WTS01 When to stop.  
<https://www.health.qld.gov.au/ahwac/html/clintaskinstructions.asp>
- Queensland Health (2017). Guide to Informed Decision-making in Health Care (2<sup>nd</sup> edition).  
[https://www.health.qld.gov.au/\\_data/assets/pdf\\_file/0019/143074/ic-guide.pdf](https://www.health.qld.gov.au/_data/assets/pdf_file/0019/143074/ic-guide.pdf)
- Queensland Health (2017). Nutrition Education Materials Online.  
<http://www.health.qld.gov.au/nutrition/default.asp>

# Assessment: Performance Criteria Checklist

## D-DN03: Provide nutrition education materials to a client with cancer

Name:

Position:

Work Unit:

Performance Criteria	Knowledge acquired	Supervised task practice	Competency assessment
	Date and initials of supervising AHP	Date and initials of supervising AHP	Date and initials of supervising AHP
Demonstrates knowledge of fundamental concepts required to undertake the task.			
Obtains all required information from the delegating health professional, and seeks clarification if required, prior to accepting and proceeding with the delegated task.			
Completes preparation for the task including gathering equipment and relevant NEMO resources.			
Introduces self to the client and checks client identification.			
Describes the purpose of the delegated task and seeks informed consent.			
Positions self and client appropriately to complete the task and ensure safety.			
Delivers the task effectively and safely as per delegated instructions and CTI procedure. a) Clearly explains the task, checking the client's understanding. b) Provides the client with information/education resource/s. c) Provides information/education, and if requested by the delegating health professional, highlights key points or strategies. d) During the task, maintains a safe clinical environment and manages risks appropriately. e) Provides feedback to the client on performance during and at completion of the task.			
Documents the outcomes of the task in the clinical record, consistent with relevant documentation standards and local procedures.			
Provides accurate and comprehensive feedback to the delegating health professional.			
<b>Resources for use that the AHA has been trained and assessed as competent to deliver:</b>			
<input type="checkbox"/> High Protein/High Energy Diet <input type="checkbox"/> High Protein/High Energy Drink <input type="checkbox"/> High Protein/High Energy Recipes <input type="checkbox"/> Loss of Appetite <input type="checkbox"/> Nausea and Vomiting <input type="checkbox"/> Nourishing Convenience Foods <input type="checkbox"/> High Protein/High Energy Diet in Hospital <input type="checkbox"/> Making the Most of Nutrition Supplements.			

Quick Tips for HPHE diet

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If additional resources are not located on NEMO, cite the location for each resource.

**Comments:**

**Record of assessment of competence**

Assessor name:	Assessor position:	Competence achieved: / /
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**Scheduled review**

Review date / /
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# Provide nutrition education materials to a client with cancer: Learning Resource

## Required reading

- Cancer Council Queensland (2015). What is cancer? Available at: <https://cancerqld.org.au/cancer-information/learn-to-cope/what-is-cancer/>
- Cancer Council Victoria (2013). Understanding Malnutrition and Cancer. Available at: <http://www.cancervic.org.au/downloads/resources/factsheets/Understanding-Malnutrition-and-Cancer.pdf>
- Queensland Government: Queensland Health (2017). Welcome to Nutritional Education Materials Online (NEMO). Available at: <https://www.health.qld.gov.au/nutrition>

NEMO client education resources for the local service delivery model, including orientation to their location. These may include:

- High Protein/High Energy Diet
- High Protein/High Energy Drink
- High Protein/High Energy Recipes
- Loss of Appetite
- Nausea and Vomiting
- Nourishing Convenience Foods
- High Protein/High Energy Diet in Hospital
- Making the Most of Nutrition Supplements.
- Quick Tips for HPHE diet.

## Optional reading

- Cancer Council Australia (2013) Nutrition and Cancer. A guide for people with cancer, their families and friends. Available at: [https://www.cancer.org.au/content/about\\_cancer/ebooks/Nutrition%20and%20Cancer2015.pdf](https://www.cancer.org.au/content/about_cancer/ebooks/Nutrition%20and%20Cancer2015.pdf)