

## Guidance notes for the Graduate Profile Outcomes

### New Zealand Diploma in Health Science (level 5) [Ref:3510]

This document is a recommendation of content that should be covered within a training programme.

Note: where *include* is indicated this is not exclusive, other requirements can be reflected in addition to what is listed.

#### Graduates of this qualification will be able to:

##### GPO 1

**Apply knowledge of healthy lifestyle choices at different life stages to address preventable health problems.**

**Credits 35**

#### Programme content is intended to include:

##### Knowledge:

- Definition of healthy lifestyle choices. Lifestyle choices could include:
  - stress management
  - mental health/wellbeing (nature, balanced lifestyle, positive relationships, clear communication and boundaries, environmental factors, sleep)
  - holistic health/wellbeing (Māori and Pacific models of care)
  - exercise/physical activity
  - eating well/cultural and social importance of food.
  - dependence (vaping, smoking, alcohol, recreational drugs, social media, gaming, gambling)
- Different life stages - Overview of the different life stages including:
  - infants and toddlers
  - children and young people (ages 2-18)
  - adults including pregnancy and breast feeding.
  - elderly.
- Importance of healthy lifestyle choices in preventing health problems - Preventable health problems including:
  - cardiovascular disease
  - diabetes
  - stroke
  - obesity
  - cancers
  - chronic respiratory disease
  - gum disease
  - osteoporosis
  - high blood pressure
  - non communicable disease.

**Application of knowledge:**

May include presentations, case study format, assignment based.

**Graduates of this qualification will be able to:****GPO 2**

**Apply scientific knowledge of the human body to help prevent lifestyle-based health problems.**

**Credits 55**

**Programme content is intended to include:****Knowledge:**

- Importance of understanding the human body and its functions in preventing health problems.
- Anatomy and Physiology:
  - overview of the 11 major systems of the human body and their functions
  - understanding the relationship between organs, tissues, and cells
  - the impact of lifestyle choices on the body's systems
- Nutrition and Digestion:
  - understanding the importance of nutrition and its impact on the body
  - strategies for improving digestion and overall nutrition.
- Physical Activity and Exercise:
  - importance of physical activity and exercise in maintaining a healthy body
  - strategies for incorporating physical activity and exercise into daily life.
- Sleep and Stress Management:
  - the impact of stress and lack of sleep on the body
  - strategies for managing stress and improving sleep quality.

**Application of knowledge:**

May include presentations, case study format, assignment based.

**Graduates of this qualification will be able to:****GPO 3**

**Apply current scientific knowledge of New Zealand health trends and risks to health to advocate for healthy lifestyle choices including healthy eating and good nutrition.**

**Credits 20**

**Programme content is intended to include:****Knowledge:**

- Definition of healthy eating and good nutrition.
- Overview of the current health trends and risks in New Zealand including:
  - cultural factors influencing health.
  - population risk factors could include - diabetes, hypertension, obesity, respiratory disease.
  - Individual risk factors.
- Importance of healthy eating and good nutrition in preventing health problems.

- Understanding Nutritional Needs.
- Benefits of Healthy Eating and Good Nutrition.
- Barriers to Healthy Eating and Good Nutrition including:
  - impact of changes in diets could include increased processed foods, different food sources for migrants.
  - health determinants – social and economic environment (deprivation, income, social status, education, connection with family/whanau); physical environment (housing, access to services (including healthcare), air and water quality); an individual’s genetics, characteristics, and behaviours.
- Raising awareness about the benefits of healthy eating and good nutrition
- Promoting healthy eating in workplaces and schools including portion size, and impact of physical activity.
- Promoting community programs and initiatives to support healthy eating.

**Application of knowledge:**

May include presentations, case study format, assignment based.

**Graduates of this qualification will be able to:**

**GPO 4**

**Provide ethical and culturally safe health, education, and advocacy to help people maintain wellness and help prevent lifestyle related disease.**

**Credits 10**

**Programme content is intended to include:**

**Knowledge:**

- Definition of ethical and culturally safe health practices.
- Overview of the impact of cultural beliefs and practices on health.
- Importance of health education and advocacy in preventing lifestyle-related disease, can include immunisation and screening.
- Cultural Safety in Health Care including:
  - understanding cultural safety and why it's important.
  - recognising cultural differences and avoiding assumptions
  - strategies for providing culturally safe care.
  - holistic wellbeing (Māori and Pacific models of health)
  - person centred care
- Ethical Considerations in Health Care
  - overview of ethical principles in health care
  - recognising and addressing potential ethical dilemmas
- Health Education and Advocacy
  - strategies for promoting health education and advocacy.
  - strategies for preventing lifestyle-related diseases, including healthy eating and physical activity.
  - developing culturally appropriate health education programs.

**Application of knowledge:**

May include presentations, case study format, assignment based.

**Definitions**

For the purpose of this guidance document:

- *Cultural safety* – Supporting an environment that is safe including shared respect, shared meaning, shared knowledge and being aware of bias.
- *Advocacy* – Raising awareness, promoting, and supporting others to maintain wellness: this is not to be confused with prescribing, analysing, advising.

**Programmes should consider reference to the following:**

- NZ Health Charter (Ethical Framework) *Placeholder name still to be finalised.*
- NZ Ministry of Health Eating and activity guidelines: <https://www.health.govt.nz/our-work/eating-and-activity-guidelines/current-guidelines>
- Māori models of health - Te Whare Tapa Whā, Te Wheke, Te Pae Mahutonga
- Pacific models of health - Kakala model, Fa’afaletui model, Ta and Va model, Fonua model, Fonofale model, Te Vaka Atafaga, Tivaevae model.
- Food Act 2014:  
<https://www.legislation.govt.nz/act/public/2014/0032/75.0/DLM2995811.html>
- Food Standards Australia New Zealand Act 1991:  
<https://www.legislation.gov.au/Details/C2011C00117>
- Nutrient Reference Values for Australia & New Zealand <https://www.nhmrc.gov.au/about-us/publications/nutrient-reference-values-australia-and-new-zealand-including-recommended-dietary-intakes#block-views-block-file-attachments-content-block-1>
- Health & Disability Commission Code: [The Code and Your Rights - Health and Disability Commissioner \(hdc.org.nz\)](https://www.hdc.org.nz)
- NZ Health Strategy <https://www.health.govt.nz/new-zealand-health-system/setting-direction-our-new-health-system/health-strategies-all-new-zealanders/new-zealand-health-strategy>