

NUT302 Medical Nutrition Therapy 2

School: School of Health - Nutrition and Dietetics

2025 | Semester 2

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces you to the role of medical nutrition therapy in the prevention and treatment of clinical diseases and disorders. This course aims to develop your clinical knowledge, problem solving skills, and clinical reasoning relevant to nutrition disorders, including aetiology & pathophysiology, as well as the nutrition care process including assessment, diagnosis, nutrition intervention planning, intervention evaluation and outcome management.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus scheduled attendance.	3hrs	Week 1	12 times
Tutorial/Workshop 2 – On campus attendance. Refer to Canvas for schedule.	2hrs	Week 1	12 times
Learning materials – Asynchronous independent learning activities.	2hrs	Week 1	12 times

1.3. Course Topics

Nutrition therapy for patients in acute care requiring nutrition support such as the critically ill, patients undergoing surgery, and patients with a range of clinical disorders/diseases requiring nutrition care in the acute care setting.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Dietitians Australia
1 Demonstrate the appropriate application of the theory of clinical disease aetiology, pathophysiology, and nutrition-related consequences to the medical nutrition therapy of individuals with clinical diseases.	Knowledgeable Creative and critical thinker	2.1.2
2 Demonstrate a strength-based problem solving approach in the provision of nutrition care for an individual with a clinical disease.	Creative and critical thinker Empowered	1.5.2, 2.2.1, 2.2.2, 2.2.3
3 Apply an evidence-based approach to inform the medical nutrition therapy for individuals with a clinical disease.	Engaged	2.1.3
4 Constructs a nutrition care plan that demonstrates a client-centred approach that is culturally responsive and safe.	Creative and critical thinker Ethical Sustainability-focussed	1.5.2
5 Demonstrate effective and appropriate skills in communicating nutrition information and recommendations to key stakeholders.	Creative and critical thinker	2.2.5, 4.3.1

* Competencies by Professional Body

CODE	COMPETENCY
DIETITIANS AUSTRALIA	
1.5.2	Demonstrates cultural safety and responsiveness: Works respectfully with diverse clients in choosing culturally safe and responsive strategies to suit the goals, lived experiences and environment of clients
2.1.2	Adopts an evidence-based approach to dietetic practice: Applies a highly developed knowledge of nutrition science, social science, behavioural science, health, disease, food, food preparation methods, food systems, and sustainability to tailor recommendations to improve health of clients
2.2.1	Applies the nutrition care process based on the expectations and priorities of clients: Collects, analyses and interprets relevant health, medical, cultural, social, psychological, economic, personal, environmental, dietary intake, and food systems and sustainability data when assessing nutritional issues of clients
2.2.2	Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, makes appropriate nutrition diagnoses and identifies priority nutrition issues based on all available information
2.2.3	Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, Prioritises key issues, formulates goals and objectives, and prepares individualised, realistic goal- oriented plans
2.1.3	Adopts an evidence-based approach to dietetic practice: Systematically searches for, evaluates, interprets and applies findings from food, nutrition, dietetic, social, behavioural and education sciences into dietetic practice
2.2.5	Applies the nutrition care process based on the expectations and priorities of clients: In collaboration with clients, other professionals, key stakeholders, and partners, systematically implements, evaluates and adapts nutrition care plans, programs and services
4.3.1	Collaborates within and across teams effectively: Recognises and respects the diversity of other professionals' roles, responsibilities and competencies

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

LFS303 and NUT351 and enrolled in Program SC406 or SC302

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

It is assumed that students will have knowledge and skills in nutrition assessment, the nutrition care process and pathophysiology

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In week 3 a formative clinical reasoning quiz will be completed and discussed in class in preparation for your summative task.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Quiz/zes	Individual	20%	110 min	Week 5	In Class
All	1b	Activity Participation	Individual	30%	15 minute oral task.	Week 10	In Class
All	2	Artefact - Professional	Individual	20%	800 words	Week 12	In Class
All	3	Examination - Centrally Scheduled	Individual	30%	3	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: Case-based learning

GOAL:	This task is designed to develop your problem-solving skills tailored to a specific disease which will help you gain confidence in the application of theory into practice.		
PRODUCT:	Quiz/zes		
FORMAT:	Weeks 3 and 5. You will complete two quizzes throughout the semester which will step you through key critical thinking points while designing a nutrition care plan for an individual. Specific details and description of the task can be found on Canvas. The first quiz is a formative assessment piece and is due in week 3. Model answers and explanations to the questions will be provided and discussed in class, this feedback will help you in the completion of the summative quiz.		
CRITERIA:	No.		Learning Outcome assessed
	1	Apply a problem-solving approach to identify factors that influence nutrition and health outcomes in a given scenario	2
	2	Use a client-centred approach in the application of evidence-based medical nutrition therapy theory	4
GENERIC SKILLS:	Problem solving		

All - Assessment Task 1b: Clinical reasoning assessment

GOAL:	The aim of this assessment task is to demonstrate your clinical reasoning skills in the development of an individualised nutrition care plan using the nutrition care process in a timely manner.		
PRODUCT:	Activity Participation		
FORMAT:	You will be provided with a case study for which you will need to interpret and evaluate nutritional information in order to write a relevant and prioritised nutritional diagnosis/es and intervention plan (including goals, objectives and strategies) based on best evidence. You will use this to answer a series of questions to demonstrate your clinical reasoning skills during the oral task.		
CRITERIA:	No.		Learning Outcome assessed
	1	Critically evaluate and analyse nutrition assessment information in a given scenario	5
	2	Demonstrate the ability to recognise and prioritise nutrition problems considering best evidence	3
	3	Use a client-centred approach in the application of medical nutrition therapy theory	4
	4	Appropriately use evidence to justify the nutrition care plan.	3
	5	Expresses clearly reasoned viewpoints that is logical and supported with credible evidence	4
GENERIC SKILLS:	Communication, Problem solving		

All - Assessment Task 2: Care planning task

GOAL:	The purpose of this task is enable effective clinical handover to a member of the healthcare team to enable safe transfer of patient information.		
PRODUCT:	Artefact - Professional		
FORMAT:	You will develop a clinical handover using a standard framework in week 12 after a simulation-based learning activity. More information of the task can be found on Canvas.		
CRITERIA:	No.		Learning Outcome assessed
	1	Delivery of a focused nutrition assessment and nutrition care plan that is appropriate and considered.	4
	2	Delivery of a clear, coherent and credible clinical handover within a standardised framework.	5
GENERIC SKILLS:	Communication		

All - Assessment Task 3: Final Exam

GOAL:	To demonstrate current knowledge of the theory of human nutrition and dietetics and related practice		
PRODUCT:	Examination - Centrally Scheduled		
FORMAT:	Written exam of 3 hours duration. The paper will consist out of various case scenarios during which theoretical knowledge relating to clinical diseases and nutritional disorders need to be applied to inform a client centred nutrition care plan as well as clinical judgement.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate knowledge of the aetiology, pathophysiology and medical nutritional therapy of clinical diseases and nutritional disorders	1
	2	Apply theory to manage client-centred nutrition care for individuals	3
	3	Apply scientific evidence and the medical nutrition therapy to the nutrition care process of an individual with a clinical disease or a nutritional disorder	3
GENERIC SKILLS:	Problem solving		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Gandy J	2014	Manual of Dietetic practice	5th Edition	Wiley & Sons
Required	Marcia Nelms,Kathryn P. Sucher	2019	Nutrition Therapy and Pathophysiology	4th Ed	Cengage Learning
Required	Rowan Stewart	2022	Handbook of Clinical Nutrition and Dietetics	7th Ed	n/a

8.2. Specific requirements

You will need to show evidence of mandatory requirements for field trips to Queensland Health facilities. You will also be required to undertake orientation and induction to SCHI facilities which includes online modules.

Students will be required to attend an information session at the start of the semester on gathering evidence towards the development of identified national competency standards.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au