

# NUT302 Medical Nutrition Therapy 2

School: School of Health - Nutrition and Dietetics

2026 | Trimester 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 [unisc.edu.au](http://unisc.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
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On campus scheduled attendance.	3hrs	Week 1	12 times
<b>Learning materials</b> – Online learning activities.	3hrs	Week 1	12 times
<b>Tutorial/Workshop 2</b> – On campus scheduled attendance.	2hrs	Week 2	2 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
<b>DIETITIANS AUSTRALIA</b>	
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

### 5.5. Microcredential Information

Not applicable

## 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 feedback provided 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	0%	110 min	Week 3	Online Assignment Submission with plagiarism check
All	1b	Quiz/zes	Individual	30%	110mins	Week 5	In Class
All	2	Oral	Individual	40%	1hr preparation and 20min oral interview	Week 9	In Class
All	3	Examination - Centrally Scheduled	Individual	30%	3 hours	Exam Period	In Class
All	4	Portfolio	Individual	0%	You will upload evidence towards competency development towards your portfolio.	Throughout teaching period (refer to Format)	Online ePortfolio Submission

**All - Assessment Task 1a:** Quiz 1a - Formative

<b>GOAL:</b>	To demonstrate current knowledge of the theory of human nutrition and dietetics and related practice and clinical reasoning skills.													
<b>PRODUCT:</b>	Quiz/zes													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	A formative quiz will be made available in week 3 via Canvas. These quizzes are designed to step you through the development of a nutrition care plan for an individual, and assess your critical thinking skills.													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrates knowledge of the aetiology, pathophysiology, and medical nutrition therapy of clinical diseases and nutrition-related disorders.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Applies clinical reasoning within the Nutrition Care Process to assess, diagnose, and develop client-centred intervention, monitoring, and evaluation plans.</td> <td>2 4</td> </tr> <tr> <td>3</td> <td>Integrates and justifies decisions using scientific evidence, and communicates clinical reasoning clearly and logically.</td> <td>3 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrates knowledge of the aetiology, pathophysiology, and medical nutrition therapy of clinical diseases and nutrition-related disorders.	1	2	Applies clinical reasoning within the Nutrition Care Process to assess, diagnose, and develop client-centred intervention, monitoring, and evaluation plans.	2 4	3	Integrates and justifies decisions using scientific evidence, and communicates clinical reasoning clearly and logically.	3 5	
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<b>GENERIC SKILLS:</b>	Problem solving													

**All - Assessment Task 1b:** Quiz 1b

<b>GOAL:</b>	To demonstrate current knowledge of the theory of human nutrition and dietetics and related practice and clinical reasoning skills.													
<b>PRODUCT:</b>	Quiz/zes													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	A summative quiz will be conducted in week 5 via Canvas. These quizzes are designed to step you through the development of a nutrition care plan for an individual, and assess your critical thinking skills.													
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<b>GENERIC SKILLS:</b>	Problem solving													

## All - Assessment Task 2: Clinical reasoning assessment

<b>GOAL:</b>	The aim of this assessment is to demonstrate clinical reasoning skills through the development of an individualised nutrition care plan using the Nutrition Care Process in a timely manner.	
<b>PRODUCT:</b>	Oral	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Students will be provided with a case study that requires them to interpret and evaluate nutrition-related information. Using this information, students will develop prioritised nutrition diagnosis(es) and an evidence-based intervention plan, including goals, objectives, and strategies. Students will then use their plan to respond to a series of questions and demonstrate their clinical reasoning during the oral task.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	1
	2	1 2
	3	4
	4	3
	5	4
	6	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation	

### All - Assessment Task 3: Final Exam

<b>GOAL:</b>	To demonstrate current knowledge of the theory of human nutrition and dietetics and related practice and clinical reasoning skills.	
<b>PRODUCT:</b>	Examination - Centrally Scheduled	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	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.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrates knowledge of the aetiology, pathophysiology, and medical nutrition therapy of clinical diseases and nutrition-related disorders. 1
	2	Applies clinical reasoning within the Nutrition Care Process to assess, diagnose, and develop client-centred intervention, monitoring, and evaluation plans. 2 4
	3	Integrates and justifies decisions using scientific evidence, and communicates clinical reasoning clearly and logically. 3 5
<b>GENERIC SKILLS:</b>	Problem solving	

### All - Assessment Task 4: Competency development

<b>GOAL:</b>	To upload evidence towards the development of your professional competencies. You will receive feedback on your progression of your competencies during the course.	
<b>PRODUCT:</b>	Portfolio	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	You will upload evidence to your portfolio in the form of (but not limited to) personal reflections on your learning from this course and/or feedback from the teaching team on assessment tasks. NOTE: This assessment task forms part of your Global Competency Portfolio where you will collate various purposefully selected tasks and reflections over the course of the program to provide comprehensive information about your progress in developing and attaining Dietitians Australia (DA) competencies for dietetic practice.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>		

## 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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. 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>

### 10.5. 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.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)