

# NUT351 Medical Nutrition Therapy 1

**School:** School of Health - Nutrition and Dietetics

2026 | Trimester 1

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](http://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

Medical Nutrition Therapy 1 explores the role played by therapeutic diets in the treatment of chronic disease and other nutritional disorders. You are introduced to the principles of the nutrition care process and you will gain knowledge and experience in nutrition assessment techniques and intervention strategies as applied to chronic disease and other nutritional disorders.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On campus attendance 2 x 2 hourly sessions throughout the trimester. total weekly hours = 4 hours	4hrs	Week 1	12 times
<b>Learning materials</b> – Pre-class activities to be completed asynchronously.	2hrs	Week 1	12 times
<b>Fieldwork</b> – Visit to UniSC Dietetic Clinic.	2hrs	Throughout teaching period (refer to Format)	Once Only

### 1.3. Course Topics

- Applying the nutrition care process in the delivery of nutrition care
- Chronic disease management
- Aged care
- Malnutrition
- Gastro-intestinal disorders
- Paediatric nutrition

## 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 Apply knowledge on the aetiology, pathophysiology, and nutrition-related consequences of clinical diseases and nutritional disorders to medical nutrition therapy.	Knowledgeable Empowered	2.1.2
2 Construct and present a nutrition care plan using the nutrition care process model to provide culturally appropriate, safe and client-centred nutrition care for nutritionally vulnerable individuals.	Engaged Sustainability-focussed	2.1.3, 2.1.4
3 Demonstrate critical thinking in the application of evidence-based practice when providing nutrition care to individuals.	Creative and critical thinker Empowered Sustainability-focussed	2.1.1
4 Critically reflect on effective and appropriate application of dietetic skills when providing nutrition care as part of a multi-disciplinary team	Creative and critical thinker Engaged	1.3.2, 1.3.3, 4.3.2

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>DIETITIANS AUSTRALIA</b>	
1.3.2	Demonstrates leadership: Develops and maintains a credible professional role by commitment to excellence of practice
1.3.3	Demonstrates leadership: Seeks, responds to and provides effective feedback
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
2.1.3	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
2.1.4	Adopts an evidence-based approach to dietetic practice: Applies problem-solving skills to create realistic solutions to nutrition problems or issues
2.1.1	Adopts an evidence-based approach to dietetic practice: Adopts a questioning and critical approach in all aspects of practice
4.3.2	Collaborates within and across teams effectively: Participates in collaborative decision-making, shared responsibility, and shared vision within teams at an individual, organisational and systems level

### 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

NUT110 and NUT202 and NUT232 and (LFS202 or (LFS203 and BIM202) 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 foundation knowledge in nutrients and nutrition assessment.

## 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

### 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	1	Oral	Group	30%	25-min Powerpoint	Week 5	Online Submission
All	2	Activity Participation	Individual	40%	20 minute oral task	Week 10	In Class
All	3	Examination - Centrally Scheduled	Individual	30%	2 hours	Exam Period	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Nutrition Care Plan

<b>GOAL:</b>	To apply the nutrition care process in the delivery of medical nutrition therapy to an individual with a clinical disease or nutrition disorder.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	This is a small group task in which you will develop a nutrition care plan following the four steps of the Nutrition Care Process Model. This task consist out of a narrated PowerPoint presentation. Find more information of the task in the task instruction sheet on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Critically evaluate and analyse nutrition assessment information in a given scenario	2
	2	Demonstrate the ability to recognise and prioritise nutrition problems based on appropriate interpretation of all relevant assessment data	2
	3	Use a client-centered approach that is culturally safe in the application of medical nutrition therapy and appropriately monitored and evaluated.	2
	4	Appropriately use evidence to justify the nutrition intervention plan	3
	5	Expresses clearly reasoned viewpoints that is logical and supported with credible evidence	3
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving		

### All - Assessment Task 2: Case-based reasoning task

<b>GOAL:</b>	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.		
<b>PRODUCT:</b>	Activity Participation		
<b>FORMAT:</b>	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 the best available evidence. You will use this to answer a series of questions (in a clinical interview) to demonstrate your clinical reasoning skills during the oral task. This task will be completed in week 10.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Critically evaluate and analyse nutrition assessment information in a given scenario	1 3
	2	Demonstrate the ability to recognise and prioritise nutrition problems considering best evidence	3 4
	3	Use a client-centred approach in the application of medical nutrition therapy theory	3
	4	Appropriately use evidence to justify the nutrition care plan.	2 3
	5	Expresses clearly reasoned viewpoints that is logical and supported with credible evidence	3
<b>GENERIC SKILLS:</b>	Communication, Problem solving		

### All - Assessment Task 3: Final Exam

<b>GOAL:</b>	To demonstrate current knowledge of the theory of human nutrition and dietetics and related practice.		
<b>PRODUCT:</b>	Examination - Centrally Scheduled		
<b>FORMAT:</b>	Written examination		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrates in-depth knowledge of clinical nutrition issues of vulnerable individuals.	1
	2	Demonstrate in-depth knowledge of the aetiology, pathophysiology, nutritional consequences and evidence based medical nutritional therapy of chronic diseases and nutritional disorders.	1
	3	Demonstrates critical thinking and clinical reasoning in the application of best evidence when providing nutrition care to nutritionally vulnerable individuals.	3
<b>GENERIC SKILLS:</b>	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	Joan Gandy	2019	Manual of Dietetic Practice	6th edition	John Wiley & Sons
Required	Marcia Nelms, Kathryn P. Sucher	2019	Nutrition Therapy and Pathophysiology	4th edition	Cengage Learning
Required	Rowan Stewart	2022	Handbook of Clinical Nutrition and Dietetics	7th edition	n/a

## 8.2. Specific requirements

Students will require a placement shirt for simulated activities.

Students are required to comply with all mandatory requirements of Queensland health to complete simulation-based learning activities in relevant healthcare facilities.

Students will be required to attend an information session at the start of the trimester 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:

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

Assessment in this course will contribute to your dietetic professional portfolio as evidence towards your final competency assessment in the final year of your degree.

### 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)