

NUT351 Medical Nutrition Therapy 1

School: School of Health - Nutrition and Dietetics

2025 | Semester 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 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
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus attendance	3hrs	Week 1	12 times
Tutorial/Workshop 2 – On campus attendance.	2hrs	Week 1	12 times
Learning materials – Pre-class activities to be completed asynchronously.	2hrs	Week 1	13 times
Fieldwork – 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
DIETITIANS AUSTRALIA	
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

In week 4 of this course you will write a formative quiz to prepare you for the summative quiz (Task 2). In week 5 you will present a case study in a small group and receive in-class feedback in preparation for your summative task 1.

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	Artefact - Professional	Group	0%	20-minutes	Week 5	In Class
All	1b	Activity Participation	Group	35%	25-min Powerpoint	Week 7	Online Submission
All	1c	Activity Participation	Individual	10%	500 words	Week 13	Online Submission
All	2	Quiz/zes	Individual	20%	110 min each	Refer to Format	In Class
All	3	Examination - Centrally Scheduled	Individual	35%	minimum 2 hours	Exam Period	To be Negotiated

All - Assessment Task 1a: Nutrition care plan presentation

GOAL:	To analyse the nutrition assessment information of an individual with a clinical disease or disorder and identify key nutrition problems and nutrition diagnoses.		
PRODUCT:	Artefact - Professional		
FORMAT:	Group presentation		
CRITERIA:	No.		Learning Outcome assessed
	1	Seek and provide effective feedback to enhance the development of a culturally responsive and person-centred nutrition care plan based on best evidence.	2 3
	2	Demonstrate the ability to work professionally and effectively in a team to deliver nutrition care to an individual.	4
GENERIC SKILLS:	Communication, Collaboration, Problem solving		

All - Assessment Task 1b: Nutrition Care Plan

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

All - Assessment Task 1c: Reflection piece

GOAL:	The goal of this task is to produce a personal learning reflection based on a learning activity delivered in NUT351.													
PRODUCT:	Activity Participation													
FORMAT:	Using a structured reflective model, you will be required to write one independent reflection on either of the following: 1) interprofessional collaboration in healthcare, 2) completing a nutrition assessment simulation. Further detail can be found in the task instruction sheet.													
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GENERIC SKILLS:	Communication, Problem solving													

All - Assessment Task 2: Case-based reasoning task

GOAL:	This task is designed to develop your critical thinking skills in the development of a nutrition care plan tailored to a specific disease and patient needs.		
PRODUCT:	Quiz/zes		
FORMAT:	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 4. 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 due in week 12.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrates accurate knowledge and sound understanding of the aetiology, pathophysiology, clinical nutrition consequences and dietary needs relating to chronic diseases and nutritional disorders	1
	2	Apply a problem-solving approach to identify factors that influence nutrition and health outcomes in a given scenario	3
GENERIC SKILLS:	Problem solving		

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		
CRITERIA:	No.		Learning Outcome assessed
	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
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	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 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