

# NUT361 Counselling and Communication Skills for Dietetics

**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 is designed to develop your ability to effectively manage individual clients in a nutrition and dietetics setting through providing you with a broad array of skills and knowledge related to health-related behaviour change, counselling and communication techniques and skills that are safe and culturally responsive. Emphasis will be placed on integrating theory into practice, and provide you with opportunities to develop your communication and counselling skills as part of the provision of nutrition therapy to an individual.

### 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.	2hrs	Week 1	12 times
<b>Learning materials</b> – Online learning activities.	3hrs	Week 1	12 times
<b>Fieldwork</b> – Dietetic clinic visit	2hrs	Week 1	Once Only
<b>Tutorial/Workshop 2</b> – On campus attendance	3hrs	Week 10	2 times

### 1.3. Course Topics

- Adult learning and behaviour modification theory
- Culturally appropriate and person-centred nutrition education and goal setting
- Effective and appropriate verbal and non-verbal communication skills to
- Nutrition counselling skills to facilitate eating behaviour change and support maintenance of eating behaviour change.
- The dietetic interview

## 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 culturally appropriate, safe and sensitive communication that facilitates trust and builds a respectful professional relationship with a client.	Empowered	1.5.2, 4.1
2 Analyse and apply the principles of adult learning theory and behaviour modification theory to facilitate lifestyle behaviour change whilst recognising determinants influencing health outcomes of an individual.	Empowered Sustainability-focussed	2.3.1
3 Apply knowledge of nutrition science, behavioural science, health and disease, and food preparation methods to construct tailored nutrition education and dietary strategies for an individual.	Creative and critical thinker	2.2
4 Demonstrate professional conduct and duty of care through delivery of relevant and appropriate care according to acceptable nutrition care protocols.	Creative and critical thinker Ethical Engaged	2.2

#### \* 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
2.3.1	Influences food systems to improve the nutritional status of client: Applies an approach to practice that recognises the multi-factorial and interconnected determinants influencing nutrition and health
2.2	Expert Practice: Applies the nutrition care process based on the expectations and priorities of clients
4.1	Collaborative Practice: Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds

### 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

NUT351 and enrolled in Program SC406 or SC302

#### 5.2. Co-requisites

NUT302

#### 5.3. Anti-requisites

Not applicable

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

Knowledge on the nutrition therapy of chronic disease

## 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

Early feedback on your progress will be provided through in class activities and role play before week 4 in preparation for Task 1. Throughout the trimester, in class role play and practice will provide opportunity for feedback to implement in Tasks 2 and 3.

### 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	Artefact - Professional	Individual	20%	10 min video	Week 6	Online Submission
All	2	Artefact - Professional, and Written Piece	Individual	30%	10 minute video and 800 word critical reflection	Week 11	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	50%	30 minute mock consultation	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 1: Nutrition Education

<b>GOAL:</b>	The aim of this assessment is to demonstrate nutrition education skills by delivering a clear, accurate, and client-appropriate explanation of a diet-disease relationship.													
<b>PRODUCT:</b>	Artefact - Professional													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	Students will record a 10 minute video demonstrating their ability to deliver a diet-disease relationship explanation. Detailed task information will be provided on Canvas.													
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<b>GENERIC SKILLS:</b>	Communication, Collaboration													

### All - Assessment Task 2: Behaviour modification plan

<b>GOAL:</b>	To demonstrate your ability to facilitate behaviour change through the use of counselling and communication skills and the application of relevant adult learning and behaviour modification theory.																			
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	<p>You will apply learnings from course content to a peer by analysing the individual's health behaviour information, needs and beliefs and develop an individualised behaviour modification plan using best evidence and theory.</p> <p>You will record a 10 minute video demonstrating motivational interviewing, and write a 800 word critical reflection on the session.</p>																			
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving																			

### All - Assessment Task 3: Dietetic Interview

<b>GOAL:</b>	The aim of this assessment is to demonstrate the ability to deliver nutrition education and care using effective client-centred communication and counselling skills in a timely and professional manner.	
<b>PRODUCT:</b>	Oral	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Students will complete a simulated dietetic consultation, demonstrating their nutrition education, goal setting, counselling, and communication skills to deliver client-centred care.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrates interpretation of nutrition assessment data to identify nutrition support priorities and deliver a tailored diet–disease relationship <b>3</b>
	2	Demonstrates clinical reasoning and client centred communication skills to develop a collaborative strengths-based intervention, including SMART goals and strategies <b>2 3</b>
	3	Demonstrates effective nutrition education and use of appropriate resources to support client understanding <b>1 3</b>
	4	Demonstrates ability to identify and address barriers to implementation collaboratively <b>1 2</b>
	5	Demonstrates counselling skills and professional conduct to deliver a client-centred consultation <b>1 4</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation	

### 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. This will contribute to your global competency assessment for the Bachelor of Dietetics (Honours)	
<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
Required	Kathleen D. Bauer, Doreen Liou	2020	Nutrition Counseling and Education Skill Development	4	Cengage Learning

## 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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](#)