

NUT600 Dietary Planning and Counselling

School: School of Health - Nutrition and Dietetics

2026 | Trimester 1

UniSC Moreton Bay

**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 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 the development of nutrition care plans for individuals, health-related behaviour change, counselling and communication techniques and skills. 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
BLENDED LEARNING			
Learning materials – A combination of pre-recorded videos, readings and associated activities	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Online applied activities	2hrs	Week 1	12 times
Tutorial/Workshop 2 – Online workshop	1hr	Week 1	6 times
Laboratory 1 – On-campus Labs with application of skills.	3hrs	Week 4	3 times

1.3. Course Topics

- Behaviour modification theory and practice for dietitians
- Patient-centred nutrition education
- Communication and counselling skills for dietitians
- Individualised nutrition care for people with nutrition-related disease or disorders

2. What level is this course?

600 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 evidenced-based practice when providing nutrition care with the Nutrition Care Process model to individuals.	Knowledgeable	2.1
2 Design nutrition care plans that are culturally safe, patient-centred and prioritised based on presenting nutritional issues.	Creative and critical thinker Empowered	1.5, 2.2
3 Apply the principles of behaviour modification theory to facilitate nutrition and lifestyle behaviour change whilst recognising determinants influencing health.	Engaged	2.3, 4.1, 4.2
4 Execute client-centred counselling and education skills to support and facilitate nutrition and lifestyle behaviour change and empower self-management.	Empowered	2.2, 4.1, 4.2

* Competencies by Professional Body

CODE	COMPETENCY
DIETITIANS AUSTRALIA	
1.5	Professional Practice: Demonstrates cultural safety and responsiveness
2.1	Expert Practice: Adopts an evidence-based approach to dietetic practice
2.2	Expert Practice: Applies the nutrition care process based on the expectations and priorities of clients
2.3	Expert Practice: Influences food systems to improve the nutritional status of client
4.1	Collaborative Practice: Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds
4.2	Collaborative Practice: Builds capacity of and collaborates with others to improve nutrition and health outcomes

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

NUT501 and enrolled in program MC001

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 prior knowledge of quantitative and qualitative dietary assessment, and basic anthropometry measurement.

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

Formative feedback are provided in week 3 to support progress of Task 1b. On-campus intensive weeks provide opportunity for students to practice interviewing skills and gain feedback prior to Task 2 due date.

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, and Written Piece	Group	0%	1000 words	Week 3	Online Submission
All	1b	Artefact - Professional, and Written Piece	Group	25%	25 minutes	Week 7	Online Submission
All	2	Oral	Individual	40%	30 minutes	Week 10	To be Negotiated
All	3	Examination - Centrally Scheduled	Individual	35%	3 hours	Exam Period	Online Assignment Submission with plagiarism check
All	4	Portfolio	Individual	0%	You will upload evidence towards competency development to your portfolio.	Throughout teaching period (refer to Format)	Online ePortfolio Submission

All - Assessment Task 1a: Component of nutrition care plan

GOAL:	You will complete a nutrition assessment and identify nutrition problems of an individual with chronic disease.		
PRODUCT:	Artefact - Professional, and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	You will use a PowerPoint template to provide relevant information		
CRITERIA:	No.		Learning Outcome assessed
	1	Critically evaluate and analyse nutrition assessment information in a given scenario	1 2
	2	Demonstrate the ability to recognise and prioritise nutrition problems based on appropriate interpretation of all relevant assessment data.	1
GENERIC SKILLS:	Collaboration, Problem solving, Applying technologies		

All - Assessment Task 1b: Nutrition care plan - Narrated PowerPoint

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:	Artefact - Professional, and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	Multimedia presentation to convey the application of the nutrition care process for an individual with a specified clinical disease or nutrition disorder.	
CRITERIA:	No.	Learning Outcome assessed
	1	Critically evaluate and analyse nutrition assessment information in a given scenario. ①
	2	Demonstrate the ability to recognise and prioritise nutrition problems based on appropriate interpretation of all relevant assessment data. ①
	3	Use a client-centred approach in the application of medical nutrition therapy that is culturally responsive and safe. ②
	4	Appropriately use evidence to justify a nutrition intervention plan that is appropriately monitored and evaluated. ①
	5	Express clearly reasoned viewpoints that is logical and supported with credible evidence. ①
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies	

All - Assessment Task 2: Dietetic Interview

GOAL:	To demonstrate your ability to provide nutrition education and nutrition care using appropriate client-centred communication and counselling skills in a timely manner.	
PRODUCT:	Oral	
AUTHORSHIP STATEMENT:		
FORMAT:	You will conduct a simulated dietetic interview and demonstrate your nutrition education, goal setting, counselling and communication skills to provide appropriate client-centred nutrition care.	
CRITERIA:	No.	Learning Outcome assessed
	1	Display critical judgement in the application of knowledge of nutrition science, health and disease, food and food preparation methods in the delivery of nutrition care. ②
	2	Demonstrates critical evaluation of nutrition assessment information to inform a targeted, evidence-based nutrition intervention in collaboration with a client. ②
	3	Use of tailored communication to enhance a client's understanding of the nutrition education provided whilst maintaining professional language. ③
	4	Demonstrate effective and appropriate counselling and communication skills to support behaviour change and negotiate an intervention plan in collaboration with a client. ④
GENERIC SKILLS:	Communication, Problem solving, Organisation	

All - Assessment Task 3: Written exam

GOAL:	To demonstrate the application of critical thinking skills and medical nutrition therapy to a range of case scenarios.		
PRODUCT:	Examination - Centrally Scheduled		
AUTHORSHIP STATEMENT:			
FORMAT:	A written exam.		
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 medical nutrition therapy in the nutrition care of an individual using a client-centred approach.	1
GENERIC SKILLS:	Problem solving		

All - Assessment Task 4: Competency portfolio

GOAL:	The purpose is 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 Master of Dietetics (Sports Nutrition).		
PRODUCT:	Portfolio		
AUTHORSHIP STATEMENT:			
FORMAT:	You will upload evidence to your portfolio in the form of your nutrition care plan, personal reflections on learning and/or your dietetic interview, and/or feedback from the teaching team. NOTE: This assessment tasks 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.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate development of expert practice competency by adopting an evidence-based approach and the application of nutrition care that is client centred.	1 3
	2	Demonstrate development of collaborative practice through the use appropriate communication and counselling skills and collaboration with individuals.	3 4
GENERIC SKILLS:	Communication, Collaboration, Organisation		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
NATIONAL COMPETENCY STANDARDS FOR DIETITIANS IN AUSTRALIA (2021)				
All delivery modes	Artefact - Professional, and Written Piece	Component of nutrition care plan	2.1.1	Assessed
			2.1.3	Assessed
			2.2.1	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
		Nutrition care plan - Narrated PowerPoint	1.5.1	Assessed
			1.5.2	Assessed
			2.1.1	Assessed
			2.1.2	Assessed
			2.1.3	Assessed
			2.1.4	Assessed
			2.2.1	Assessed
			2.2.2	Assessed
			2.2.3	Assessed
			2.2.4	Assessed
			2.2.5	Assessed
			2.2.6	Assessed
			Examination - Centrally Scheduled	Written exam
	2.1.2	Assessed		
	2.1.3	Assessed		
	2.1.4	Assessed		
	Oral	Dietetic Interview	1.5.1	Assessed
			1.5.2	Assessed
			2.2.1	Assessed
			2.2.2	Assessed
			2.2.3	Assessed
			2.2.4	Assessed
			2.2.5	Assessed
			2.2.6	Assessed
			2.3.1	Assessed
			4.1.1	Assessed
			4.1.2	Assessed
			4.1.3	Assessed
			4.1.4	Assessed
			4.2.1	Assessed
			4.2.3	Assessed
	4.2.5	Assessed		
	Portfolio	Competency portfolio	1.5.1	Assessed
1.5.2			Assessed	
2.1.1			Assessed	

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			2.1.2	Assessed
			2.1.3	Assessed
			2.1.4	Assessed
			2.2.1	Assessed
			2.2.2	Assessed
			2.2.3	Assessed
			2.2.4	Assessed
			2.2.5	Assessed
			2.2.6	Assessed
			2.3.1	Assessed
			4.1.1	Assessed
			4.1.2	Assessed
			4.1.3	Assessed
			4.1.4	Assessed
			4.2.1	Assessed
			4.2.3	Assessed
			4.2.5	Assessed

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	4th	Cengage Learning
Required	Marcia Nelms, Kathryn P. Sucher	2019	Nutrition Therapy and Pathophysiology Book Only	4th	Cengage Learning
Required	Rowan Stewart	2022	Handbook of Clinical Nutrition and Dietetics	7th	n/a

8.2. Specific requirements

Not applicable

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](#)