

NUT600

Dietary Planning and Counselling

School: School of Health - Nutrition and Dietetics

2025 | Semester 1

UniSC Moreton Bay

**BLENDED
LEARNING**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

This course is not offered until Semester 1, 2025.

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	13 times
Tutorial/Workshop 1 – Online applied activities	2hrs	Week 1	13 times
Tutorial/Workshop 2 – On-campus workshop 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 and critique 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.

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

Online workshops and on-campus intensive weeks provide opportunity for students to practice interviewing skills and gain peer and teacher 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	Portfolio	Group	25%	25 minutes	Week 6	Online Submission
All	2	Portfolio	Individual	35%	10 minutes 1500 words	Week 11	Online Assignment Submission with plagiarism check
All	3	Activity Participation	Individual	40%	30 minutes	Exam Period	To be Negotiated

All - Assessment Task 1: Case Study

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:	Portfolio		
FORMAT:	<p>Multimedia presentation to convey the application of the nutrition care process for an individual with a specified clinical disease or nutrition disorder.</p> <p>NOTE:NOTE: This assessment task can be chosen as part of Program Portfolio where you will collate various purposefully selected tasks to provide comprehensive information about your progress in developing and attaining Dietitians Australia (DA) competencies for dietetic practice. You will continue to add to your Portfolio over the program, providing a basis for collective decision-making on your progress and stimulating your own learning. You will receive feedback on your progression of your competencies. This will contribute to your global competency assessment for the Master of Dietetics (Sports Nutrition).</p>		
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.	②
	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: Behaviour modification plan

GOAL:	The goal of this task is to demonstrate your written and verbal communications skills through the application behaviour change theory to facilitate behaviour change.		
PRODUCT:	Portfolio		
FORMAT:	<p>You will apply learnings from course content 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>NOTE: This assessment task can be chosen as part of Program Portfolio where you will collate various purposefully selected tasks to provide comprehensive information about your progress in developing and attaining Dietitians Australia (DA) competencies for dietetic practice. You will continue to add to your Portfolio over the program, providing a basis for collective decision-making on your progress and stimulating your own learning. You will receive feedback on your progression of your competencies. This will contribute to your global competency assessment for the Master of Dietetics (Sports Nutrition).</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Formulate a lifestyle behaviour modification plan that appropriately applies behaviour modification theory.	2 3
	2	Use effective counselling and communication skills to negotiate a relevant person-centred lifestyle goal.	2 4
	3	Professionally communicate thoughts clearly and fluently in both written and spoken form.	4
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

All - Assessment Task 3: 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:	Activity Participation		
FORMAT:	<p>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.</p> <p>NOTE: Feedback from the interview can be chosen as part of Program Portfolio where you will collate various purposefully selected tasks to provide comprehensive information about your progress in developing and attaining Dietitians Australia (DA) competencies for dietetic practice.</p>		
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.	1
	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		

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
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. 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