Course Outline

Code: NUT400
Title: Nutrition and Dietetic Skills

Faculty: Science, Health, Education and Engineering
School: Health & Sport Science
Teaching Session: Session 8
Year: 2018
Course Coordinator: Dr Hattie Wright  Telephone: 07 5459 4775  Email: hwright@usc.edu.au
Course Moderator: Judy Tweedie

Please go to the USC website 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 is an advanced level course for Bachelor of Nutrition and Dietetic students. This course draws on the knowledge, skills and competencies you have developed throughout your program and provides you with the opportunity to test and apply dietetic skills in preparation for your Work Integrated Learning (WIL) placements. This course runs as an eight (8) day intensive program prior to commencement of WIL placements.

1.2 Course topics
Principles of nutrition education and nutrition education skills
Nutrition education as a component of the Nutrition Care Process (NCP)
Development of effective communication and interview skills
Process of nutrition education in the client-practitioner interview

2. What level is this course?
400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th 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?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td>You will be assessed on the learning outcome in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Demonstrate the ability to provide appropriate nutrition education based on best evidence.</td>
<td>Task 1</td>
<td>Empowered</td>
</tr>
<tr>
<td>Demonstrate effective communication skills, professional judgement and nutrition education interview skills for individual client management.</td>
<td>Task 1</td>
<td>Engaged.</td>
</tr>
<tr>
<td>Use critical thinking and professional judgement to construct a patient-centred nutrition intervention.</td>
<td>Task 1</td>
<td>Sustainability-focussed.</td>
</tr>
</tbody>
</table>

5. **Am I eligible to enrol in this course?**

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 **Enrolment restrictions**

Students must be enrolled in SC353

5.2 **Pre-requisites**

NUT351 and (NUT306 and (NUT308 or NUT309) OR NUT352)

5.3 **Co-requisites**

NUT361 and NUT302

5.4 **Anti-requisites**

Nil

5.5 **Specific assumed prior knowledge and skills (where applicable)**

N/A

6. **How am I going to be assessed?**

6.1 **Grading scale**

Limited – Pass (PU), Fail (UF)

6.2 **Details of early feedback on progress**

In week 1 you will receive feedback on your Pebblepad portfolio content and be provided with the opportunity in class to improve the content which will help you prepare for your oral assessment task.
6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
<th>WIL / PC</th>
</tr>
</thead>
</table>
| 1        | Nutrition Education  
  a. PebblePad Portfolio (formative)  
  b. Simulated nutrition education interview (summative) | Individual | a. ungraded  
  b. PU/UF | a. 2500 words (equivalent).  
  b. 30 minute interview | a. Week 1  
  b. Week 2 | a. PebblePad  
  b. In class | YES |

Assessment Task 1: Nutrition Education Interview Exam

**Goal:** This task is designed to prepare you for Work Integrated Learning where you need to provide patient-centred nutrition education and counselling in a timely manner.

**Product:** Part A. PebblePad portfolio  
Part B. 30 minute simulated nutrition education interview

**Format:** Part A. PebblePad portfolio (summative)  
You will develop diet-disease relationship statements referring to the pathophysiology, aetiology, disease consequences, management through medical nutrition therapy, and identify appropriate nutrition education resources of specific disease states in a PebblePad portfolio. You will use the portfolio in week 1 as part of class activities and will be provided with feedback on your portfolio content. The portfolio will help you to prepare for the simulated nutrition education interview and contribute to the evidence of competence in conducting a nutrition education interview.

Part B. Simulated nutrition education interview  
This assessment task will be conducted in week 2.  
The simulated nutrition education interview will require you to conduct a client/patient nutrition education session on a mock patient. This task provides you with the opportunity to demonstrate nutrition education, communication, and interview skills that you have acquired throughout the course. Such skills will include the ability to explain the diet-disease relationship using appropriate resources, the use of professional language (e.g. use of non-jargon terminology), the clarity of the education given, your ability to listen and effectively respond to the client, and your ability to conduct a dietary interview.  
During week 1 you will be given opportunity to practice nutrition education interviews with your peers. This will enable you to seek feedback on your skills and identify areas for improvement to help you demonstrate competency in the interview.

**Criteria:** Translates the diet-disease relationship into practical advice on eating through:
- Critically reviewing and analysing an individuals' social, cultural, economic and environmental influences to construct a nutrition education plan
- Displaying critical judgement in the application of knowledge of nutrition science, health and disease, food and food preparation methods
- Identifying and prioritising key nutrition issues based on all available information and negotiates intervention plans in collaboration with client
- Tailoring communication to enhance a client's understanding whilst maintaining professional language and clarity of the education given
- Displaying effective active listening, interviewing and interpersonal skills
7. What are the course activities?

7.1 Directed study hours
The directed study hours listed here are a portion of the workload for this course. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location: Specific Campus(es) or online</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC Sunshine Coast</td>
<td>Workshop: This intensive course will run as three (3) hour workshops, held each day for 8 consecutive working days in session 8. Students are expected to attend the university every day.</td>
</tr>
</tbody>
</table>

7.2 Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
</table>
| 1                 | Principles of nutrition education and effective nutrition education skills  
Nutrition education as a component of the Nutrition Care Process (NCP)  
Development of effective communication skills  
Process of nutrition education in the client-practitioner interview  
Practical application of the nutrition education interview |
| 2                 | Practical application of the nutrition education interview  
Simulated Nutrition Education Interview |

Please note course content is subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holli B and Beto JA</td>
<td>2017</td>
<td>Nutrition counselling and educational skills: a guide for professionals, 7th Edition</td>
<td>Lippincott, Williams &amp; Wilkins</td>
</tr>
</tbody>
</table>

8.2 Specific requirements

Nil

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 **Assessment: Additional requirements**
**Limited Graded Course:**
This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC. In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3 **Assessment: Submission penalties**
You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

10.4 **Study help**
In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 **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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching
10.6 **General Enquiries**

**In person:**
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890  
**Email:** studentcentral@usc.edu.au