

Subject Description Form

Subject Code	ABCT5025
Subject Title	Nutrition Education and Counselling
Credit Value	3
Level	5
Pre-requisite	Nil
Objectives	The aim of this subject is for students to acquire a deeper understanding of counselling, education and facilitation skills in nutrition professionals.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Understand the principles of nutrition education and counselling; b) Demonstrate problem-solving skills as well as appropriate interviewing, and counselling skills; c) Develop ways to effectively engage learners in nutrition education and counselling across different age groups especially for older adults; d) Apply appropriate education theories and motivation techniques during individual counselling and group education to promote behavioral change.
Subject Synopsis/ Indicative Syllabus	<p><u>Introduction</u> Nutrition Intervention, Role of Nutritionist/Dietitian in Nutrition Education and counselling, Scope, Ethics, standards – Afn standards of Ethics, Conduct and Performance, UK legislation and guidelines to providing information to individuals.</p> <p><u>Communication and Interviewing</u> Interpersonal Communication Model, Verbal and Nonverbal Communication, Listening skills, Negotiation; Nutrition Interviews, Conditions facilitating Interviews, Responses</p> <p><u>Stages and Processes of Health Behavior Change</u> Transtheoretical Model/Stages of Change, Decisional Balance, Self-Efficacy, Applications, Goal Setting, Nutrition Monitoring and Evaluation, Documentation.</p> <p><u>Counselling for Behavior Modification and Counselling of Cognitive Change</u> Classical Conditioning, Operant Conditioning, Modeling, Changing Eating Behaviors, Self-Monitoring, Self-Management, Social Support. Cognitive- Behavioral Therapy, Cognitive Therapy, Cognitions, Self-Efficacy, Relapse Prevention, Models and Theories of Change</p> <p><u>Nutrition Education and Counselling through the life span</u> Prenatal and Pregnant women, Infants up to 2 years of age, Preschool</p>

	<p>Children, School-Age Children, Adolescents, Family Counselling, Adults (20-64 yr), Older Adults (65 or older), Managing Chronic Diet-Related Diseases</p> <p><u>Principles and Theories of Learning, Planning Learning, Implementing and Evaluating Learning</u> Behavioral Learning Theories, Social Cognitive Theory, Cognitive Theories, Memory, Transfer of Learning</p> <p><u>Creating and Delivering Effective Oral Presentations and Workshops Planning, Selecting and Using Instructional Media</u> Preparation of an effective presentation, components of an effective presentation, Implementation of an effective presentation, evaluation methods; Benefits of Visual Media, Planning use of visual Media, Art and Design Principles</p> <p><u>Group Facilitation and Dynamics</u> Stages of Group development, Characteristics of Group and Team Dynamics, Groupthink, Group and Team Leadership</p>																																		
<p>Teaching/Learning Methodology</p>	<p>Lecture: The importance, essential principles and facts of nutrition education and counselling will be explained. Examples and applications will be used to illustrate the concepts and ideas in the lecture. Students are provided with opportunity to enhance their knowledge through interactive discussions.</p> <p>Seminar: Review/problem solving questions or assignments will provide students with the opportunity to apply and consolidate the knowledge gained from the lecture. Students will demonstrate their presentation skills via individual essays. Analytical and writing skills from reports will be assessed.</p> <p>Tutorial: It is designed to invite guest speakers with expertise in nutrition education and counselling to share their experience and provide hands-on experience in practicing nutrition education and counselling.</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="516 1346 1401 1791"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Individual Practical Reports</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final Examination</td> <td>50%</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The continuous assessment is based upon individual and group activities, which would include individual practical reports and group presentation. They allow students to see the link between theory and real-life experience.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Individual Practical Reports	30%		✓	✓	✓	2. Group Presentation	20%	✓	✓	✓	✓	3. Final Examination	50%	✓			✓	Total	100%				
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3. Final Examination	50%	✓			✓																														
Total	100%																																		

	<p>Individual Practical Reports: They are based on tutorials, while students will conclude their learnings through practical sessions. They are used to assess learning outcomes b, c and d.</p> <p>Group Presentation: The students are required to perform group presentation on giving nutrition education and counselling to different targeted individuals or groups to promote behavioral change. It is used to assess the learning outcomes a, b, c and d.</p> <p>Final Examination: It is used to assess the students' understanding of the principles of nutrition education and counselling, and their application in various settings.</p>	
<p>Student Study Effort Expected</p>	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures 	30 hours
	<ul style="list-style-type: none"> ▪ Seminar 	3 hours
	<ul style="list-style-type: none"> ▪ Tutorial 	6 hours
	<ul style="list-style-type: none"> ▪ Other student study effort: 	
	<ul style="list-style-type: none"> ▪ Report writing 	20 hours
	<ul style="list-style-type: none"> ▪ Group presentation preparation 	20 hours
	Self-study	40 hours
<p>Reading List and References</p>	<p>Kathleen D. Bauer, Carol Sokolik, Basic nutrition counseling skill development: a guideline for lifestyle management, Belmont, CA: Wadsworth/Thomson Learning, 2002.</p> <p>Kathleen D. Bauer, Doreen Liou, Nutrition Counseling and Education Skill Development, 3rd edition, Cengage Learning, 2016.</p> <p>Kathleen D. Bauer, Doreen Liou, Nutrition Counseling and Education Skill Development, 4th edition, Cengage Learning, 2021.</p> <p>Linda G. Snetselaar, Nutrition Counseling Skills for the Nutrition Care Process, 4th edition, Sudbury, Mass.: Jones and Bartlett Publishers, 2009.</p> <p>Marie A. Boyle, Community nutrition in action : an entrepreneurial approach, 7th edition, Boston, MA: Cengage Learning, 2017.</p> <p>Nweze Eunice Nnakwe, Community nutrition : planning health promotion and disease prevention, 3rd edition, Burlington, MA: Jones & Bartlett Learning, 2018.</p> <p>Orlowski, Marietta. Introduction to health behaviors: a guide for managers, practitioners & educators, Boston, MA: Cengage Learning, 2016.</p>	