

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Food and Nutritional Sciences		
ACADEMIC UNIT	Department of Food Science & Human Nutrition		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	291	SEMESTER	9 th
COURSE TITLE	Nutritional counselling		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:			
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>This is a basic introductory course in Nutritional counselling and dietary behaviour change. The course aims to enable comprehension of basic concepts of Nutritional Counselling, as well as acquisition of skills related to efficient communication of the dietician with the patient, patient mobilization, and design of counselling sessions for dietary behaviour modification and health improvement.</p> <p>After completion of the course the student will:</p> <ul style="list-style-type: none"> Have skills of efficient communication. Have knowledge of interview techniques and skills for efficient data collection from the patient.

Have skills for assessing changes made by the patients and for enhancing their compliance.
 Be familiar with many case studies of patients from different age groups, with different individual characteristics and health related problems, as well as with problems that the student might face in every day practice related to difficulties in communication, low patient mobilization or low compliance to dietary behaviour changes

The knowledge and skills acquired by the student in this course could be useful in his/her future courses, like Clinical Nutrition and clinical placement.

General Competences

Adapting new situations

Decision making

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>... ..</i>
<i>Production of new research ideas</i>	<i>Others...</i>

Individual work
 Teamwork
 Multidisciplinary work
 Respect to diversity and multicultural differences
 Social, professional, and moral responsibility and sensitivity in sex issues
 Exercise criticism and self-criticism
 Promotion of creative and inductive thinking

3. SYLLABUS

Nutritional counselling and interview. Definitions and their role in dietary behaviour changes.
 Cultural, religious, social, and other influences that determine dietary behaviour.
 Interview techniques
 Existent theories for dietary behaviour changes
 Stages of dietary behaviour changes
 Communication skills of the dietician (written, oral, verbal, non-verbal) according to sex, age, and individual characteristics of the patient.
 Counselling skills of the dietician according to the individual characteristics of the patient.
 Design of counselling sessions for a single person.
 Program design with multiple counselling sessions for population groups (community).
 Assessment of compliance in dietary behaviour changes

4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: right;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to face								
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power point presentations in lectures								
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Individual assignment</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Total contact hours and training</td> <td style="text-align: center;">75</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	50	Individual assignment	25	Total contact hours and training	75
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written exams (90%) (including questions with multiple choice answers or questions with short answers)</p> <p>On site exercises (10%)</p>								

5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: Bauer K, Liou D. (2022) Συμβουλευτική στη Διατροφή και Ανάπτυξη εκπαιδευτικών δεξιοτήτων. 4 th Edition. Broken Hill Publishers Ltd.</p> <p>- Related academic journals:</p>
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