

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Counselling Skills in Dietetics	FNH 345 HUNU 545	3 credits

This course will introduce students to counselling in dietetics. The role of privilege, systemic identities, internal and external biases, core beliefs, personal values and expectations will also be considered. Topics will include communication theory, foundational counselling skills, theories of behaviour change, motivational interviewing, goal setting, learning abilities and styles, obstacles to effective communication, Safe and Effective Use of Self (SEUS), multicultural competence, and ethical standards in nutrition counselling.

PREREQUISITES

FNH 370.

COREQUISITES

None.

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Sinéad Feeney	Sinead.feeney@ubc.ca	Virtual	By Appointment
TA: Jennifer Appiah	jennappi@mail.ubc.ca	Virtual	By Appointment

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

Sinéad Feeney has been a Registered Dietitian with the British Columbia College of Dietitians since 2006. She completed her Bachelors of Science in Dietetics degree at the University of British Columbia (UBC), followed by her dietetic internship program with Providence Health Care. Sinéad went on to complete her Masters of Science and Public Health Nutrition in England at the London School of Hygiene and Tropical Medicine (2010-2011). She has worked in a variety of settings for the last 18 years including St. Paul's hospital (in outpatient and inpatient care), community nutrition, private practice, research with the SODIUM HF trial and CASCO cachexia study and sessional instructing at UBC. In 2015, Sinéad won the Professional Practice Council Award received for excellence in clinical practice. In the past 4

years Sinead has worked in the Eating Disorders PATSED Program at St Paul's Hospital as well as the Heart Centre and Cardiac Program and is currently working as the Dietitian Practice Educator for Providence Health Care and part time in her own private practice. Sinead is a certified Intuitive Eating Counsellor and carries certifications in Motivational Interviewing.

COURSE STRUCTURE

The class will be held in Term 2 of the winter session on Wednesdays and Fridays from 1:30 – 3pm.

Wednesdays will be in-person on the UBC campus and Fridays will be Virtual on Zoom.

Classes will be mainly synchronous and **not recorded** as participation in class is required. However, we will record some lectures depending on agreement of the class and guest speakers.

SCHEDULE OF TOPICS

Week 1: Introduction to the Course and Communication Theory

Required Readings:

- Hancock, R., Bonner, G., Hollingdale, R., & Madden, A. (2012). "If you listen to me properly, I feel good": a qualitative examination of patient experiences of dietetic consultations. *Journal of Human Nutrition and Dietetics*, 25(3), 275–284.
- PDF of *A Counselling Approach (Part 1)* – Counselling Skills for Dietitians Third Edition by Judy Gable. **Please be advised that the PDF posted on Canvas is the second edition of the textbook. We are currently working to find a way for you to access the third edition, and we will provide an update as soon as possible.**

Suggested Podcast:

- Podcast: Nutrition Counselling, Unscripted – Dr Cath Morley and Carol Townson – First Episode: Banishing the Term Noncompliance (Found on Spotify)

Objectives:

- The learner will be able to identify some of their own perceptions on nutrition counselling
- The learner will be able to identify reasons why nutrition counselling is complex
- The learner will be able to identify 9 useful counselling techniques with an example for each
- The learner will be able to describe the components the Bio-Psychosocial Perspective
- The learner will be able to demonstrate ways to build rapport and trust

Week 2: The Helping Relationship and Person-Centred Care

Required Readings:

- Sladdin, I., Ball, L., Gillespie, B., & Chaboyer, W. (2019). A comparison of patients' and dietitians' perceptions of patient-centred care: A cross-sectional survey. *Health Expectations : an International Journal of Public Participation in Health Care and Health Policy*, 22(3), 457–464. <https://doi.org/10.1111/hex.12868>
- Catherine Morley PhD et al. An Evidence-based Approach to developing the Collaborative, Client-Centred Nutrition Education (3CNE) Framework and Practice Points. *Canadian Journal of Dietetic Practice and Research*, June 2016

Suggested Reading & Podcast:

- Coveney, J., Booth, S. (2019). Critical Dietetics and Critical Nutrition Studies (listed under Modules on Canvas)
- Podcast: Nutrition Counselling, Unscripted – Dr Cath Morley and Carol Townson – Third Episode: The 5Rs of Feeding and Eating (roles, responsibilities, rituals, routines and relevance of these in nutrition counselling) (Found on Spotify) – please note there are several podcasts posted so feel free to listen.

Objectives:

- The learner will be able to describe what it means to provide person centred care
- The learner will be able to demonstrate introductory counselling skills through role play with fellow students
- The learner will be able to demonstrate introductory skills in active listening and allowing space for the client share their lived experience/s

Week 3: Safe and Effective Use of Self (SEUS), Social Justice, Cultural Safety Awareness and Trauma Informed Care

Required Readings:

- Nutter, S., Russell-Mayhew, S., Alberga, A., Arthur, N., Kassan, A., Lund, D., Sesma-Vazquez, M., & Williams, E. (2016). Positioning of Weight Bias: Moving towards Social Justice. *Journal of Obesity*, 2016, 1–10. <https://doi.org/10.1155/2016/3753650>
- Jennifer Brady. 2019. Naming Nutrition Injustice: How might Dietitians Articulate a Socially Just Dietetic Practice? *Journal of Critical Dietetics*. Vol 4; Issue 2. <https://doi.org/10.32920/cd.v4i2.1321>
- Sleater, A., & Scheiner, J. (2020). Impact of the therapist's "use of self." *European Journal of Counselling Psychology (Trier)*, 8(1), 118–143. https://www.researchgate.net/publication/338562148_Impact_of_the_therapist's_use_of_self
- Trauma Informed Care Resource - <https://keltyeatingdisorders.ca/wp-content/uploads/2021/10/Trauma-Informed-Nutrition.pdf>

Suggested Readings/Resources:

- Jennifer Brady & Tanya L'heureux. (2021). Enhancing Response Ability: Dietetics as a Vehicle for Social Justice – A Primer. *Canadian Journal of Dietetic Practice Research* 82 (4): 159-166. <https://doi.org/10.3148/cjdpr-2021-030>
- Tyson, Edward & Hodges-Chaffee, Carolyn. What Doctors, Dietitians and Nutritionists need to know. *Trauma Informed Approaches to Eating Disorders*. Chapter 6. <https://books.google.ca/books/trauma-informed-care-training-and-dietitians>

Objectives:

- The learner will be able to explain how a therapeutic presence can be safe, effective and ethical
- The learner will be able to demonstrate shared respect, shared meaning and shared knowledge
- The learner will be able to describe how dietitians can incorporate social justice principles into their counselling practice
- The learner will be able to demonstrate how one moves away from an expert lens to a partnership lens with clients
- The learner will be able to explain what Trauma informed care principles are and ways to apply them in a counselling session

- The learner will be able to identify the differences between weight inclusive care, weight stigma, weight bias, weight neutral care and ways weight stigma may impact an individual's health and health care relationship

Week 4: Theories of Behaviour Change

Introduction to Motivational Interviewing, Transtheoretical Model, Cognitive Behaviour Therapy, Coaching, Mindfulness/eating, Solution Focused Therapy, Intuitive Eating Principles

Required Readings:

- Barley, E., & Lawson, V. (2016). Using health psychology to help patients: theories of behaviour change. *British Journal of Nursing*, 25(16), 924–927.
<http://repository.uwl.ac.uk/id/eprint/Barley-Lawson/theories-of-behaviour-change.pdf>
- Intuitive Eating: Linardon J., Tylka T., and Fuller-Tyszkiewicz M. 2021. Intuitive eating and its psychological correlates: meta-analysis. *International Journal of Eating Disorders* 2021:1-26.
<https://doi.org/10.1002/eat.23509>

Suggested Readings & Podcasts:

- Podcast: Ten Percent Happier – with Dan Harris – Episode 220: The Anti-Diet with Evelyn Tribole
- Podcast: Nutrition Counselling, Unscripted – Dr Cath Morley and Carol Townson – Fourth Episode: Food in Counselling Settings (Found on Spotify)
- Podcast: Let Us Eat Cake Podcast – Series on Intuitive Eating
- Reading: Gast, J., A. Nielson, A. Hunt, J. Leiker. 2015. Intuitive eating: associations with physical activity, motivation and BMI. *American Journal of Public Health*. 29 (3): e91-9

Objectives:

- The learner will be able to explain what each of the theories of behaviour change are and how they may be practically applied in counselling
- The learner will be able to explain the importance of food knowledge and skills in client sessions
- The learner will be able to list the 10 Principles of Intuitive Eating principles and their meaning

Week 5: Motivational Interviewing (MI)

Required Readings:

- Resnicow, K., & McMaster, F. (2012). Motivational Interviewing: moving from why to how with autonomy support. *The International Journal of Behavioral Nutrition and Physical Activity*, 9(1), 19–19. <https://doi.org/10.1186/1479-5868-9-19>
- Martins, Renata & McNeil, Daniel. (2009). Review of Motivational Interviewing in promoting health behaviours. *Clinical Psychology Review*. Vol 29; Issue 4; pgs 283-293.
<https://doi.org/10.1016/j.cpr.2009.02.001>
- Abu Sabha, R. (2013). Interviewing Clients and Patients: Improving the Skill of Asking Open-Ended Questions. *Journal of the Academy of Nutrition and Dietetics*, 113(5), 624–633.
<https://doi.org/10.1016/j.jand.2013.01.002>

Additional Resources to support learning:

- Book: Motivational Interviewing in Nutrition and Fitness – by D. Clifford & L. Curtis

Objectives

- The learner will be able to describe what the four processes of MI are and its use in practice and the Nutrition Care Process (NCP)
- The learner will be able to identify what change and sustain talk is within a case study and its use within a counselling session
- The learner will be able to identify the components of OARS and how to use them in a counselling session
- The learner will be able to demonstrate motivational Interviewing skills in practice including Ask – Tell – Ask and OARS
- The learner will be able to explain what the acronym DARN CAT is and the application in counselling.
- The learner will be able to identify what simple reflections and complex reflections are and their application

Weeks 6: Midterm Exam and Guest Speaker

Week 7: Reading Week

Week 8: Foundational Counselling Skills

Required Readings:

- Gao, Chloe & Raffoul, Amanda. (2024). Incorporating a Health at Every Size approach in Canadian Medicine. BCMJ, vol 66; No 8. [Incorporating a Health at Every Size approach in Canadian medicine | British Columbia Medical Journal](#)
- Hugues, Vaillancourt et al. (2014). Exploration of shared decision-making processes among dietitians and patients during a consultation for the nutritional treatment of dyslipidaemia. Health Expectations, 18, pp 2764-2775
<https://pmc.ncbi.nlm.nih.gov/articles/PMC4900873/pdf/HEX-18-2764.pdf>

Objectives:

- The learner will be able to describe what it means to adopt a Health at Every Size and Weight inclusive care approach to their practice
- The learner will be able to demonstrate core counselling skills
- The learner will be able to describe the utility of food knowledge in a counselling session and the use of food recalls, records and FFQs
- The learner will identify differences in counselling approaches between private practice, hospital settings and group settings

Weeks 9-11: Client Centred Goal Setting

Required Readings:

- Bailey, R. (2019). Goal Setting and Action Planning for Health Behavior Change. American Journal of Lifestyle Medicine, 13(6), 615–618. <https://doi.org/10.1177/1559827617729634>
- Mann, T., de Ridder, D., & Fujita, K. (2013). Self-Regulation of Health Behavior: Social Psychological Approaches to Goal Setting and Goal Striving. Health Psychology, 32(5), 487–498. <https://doi.org/10.1037/a0028533>

Suggested Readings:

- Sandy Cornett. (2009). Assessing and Addressing Health Literacy. Online Journal of Issues in Nursing, 14(3), C1–13. <https://doi.org/10.3912/OJIN.Vol14No03Man02>
- Ip, M. (n.d.). Keys to Clear Communication — How to Improve Comprehension Among Patients With Limited Health Literacy. Today's Dietitian. Retrieved from: <https://www.todaysdietitian.com/pdf/courses/IPLiteracy.pdf>
- Body Acceptance begins with Grieving the Thin Ideal by Meredith Noble - <https://www.meredithnoble.com/blog/body-acceptance-begins-with-grieving-the-thin-ideal>

Objectives:

- The learner will be able to demonstrate how to transition from assessment to advising in a counselling session
- The learner will be able to demonstrate ways to communicate with clarity
- The learner will be able to identify how to use a Brief Action Planning guide in an advising counselling session
- The learner will be able to describe and apply approaches to person centred Goal Setting

Week 12: Ethical Standards in Nutrition Counselling, Consent and scope of practice, Boundaries and the healthcare team

Required Readings:

- College of Dietitians of British Columbia. Code of Ethics: Principles and Guidelines. Retrieved from: <https://collegeofdietitiansofbc.org/wp-content/uploads/2020/03/Code-Ethics-Princ-Guide-final-Mar-2-12.pdf>
- BC Laws. *Adult Guardianship Act. Section 46: Reporting abuse or neglect*. Retrieved from: https://www.bclaws.ca/civix/document/id/complete/statreg/96006_01
- The Government of British Columbia. *Reporting Child Abuse in BC*. Retrieved from: <https://www2.gov.bc.ca/gov/content/safety/public-safety/protecting-children/reporting-child-abuse>
- Health Information Privacy in British Columbia. *Overview of the Laws Affecting the Privacy of Your Personal Health Information*. Retrieved from: <http://www.healthinfoprivacybc.ca/the-laws/overview>
- Office of the Information & Privacy Commissioner for British Columbia. E-Health (Personal Health Information Access and Protection of Privacy) Act. Retrieved from: <https://www.oipc.bc.ca/about/legislation/>

Objectives:

- The learner will be able to describe what are the ethical standards in Nutrition Counselling
- The learner will be able to identify the importance of consent
- The learner will be able to give examples of what it means to stay within your scope of practice

Weeks 12 & 13:

- Group Counselling Webinar Sessions

Week 13:

- Final Class Debrief, Evaluations, Feedback Sharing

GUEST SPEAKERS

We will have guest speakers join our class throughout the term to cover the following topics. Please review the Course Schedule for the dates the guest speakers are joining us and whether the session is in person or on zoom:

LEARNING OUTCOMES

- Analyze one's own values, biases, beliefs, and expectations, especially in the cross-cultural counselling process.
- Prioritize self-reflection and integrate self-care strategies into one's work within the field of nutrition and dietetics.
- Assess clients' foundational knowledge, learning needs, stage of behavioural change and motivational readiness.
- Adapt nutrition counselling practice for clients based on ethnicity, race, gender, sex, sexual orientation, ability, body size, socio-economic status, education level, community affiliation and other facets of systemic identities.
- Demonstrate foundational counselling skills such as empathy, validation, rapport building, effective opening statements, motivational interviewing, paraphrasing and summarizing.
- Incorporate Food Knowledge into counselling skills
- Discuss concepts of informed consent and other ethical and legal requirements to nutrition counseling

THE USE OF GENERATIVE AI

The use of generative artificial intelligence tools such as ChatGPT, Gemini, Claude etc., may NOT be used for completing assignments in this course.

You may use AI tools for learning and practicing the concepts of the course.

If you require additional support, please don't hesitate to contact the instructor.

LEARNING ACTIVITIES

Students are expected to attend all classes in person and to participate in class discussion and peer evaluation activities. Students will engage in self-reflection and simulated counseling activities (student pair role playing).

LEARNING MATERIALS

There is no text book required for the course; the required readings are outlined above. The course syllabus, lecture slides, and learning materials will be available on Canvas.

Suggested Textbooks:

Gable, J., & Herrmann, T. (2015). Counselling skills for dietitians (3rd edition). John Wiley & Sons.

Clifford, Dawn & Curtis, Laura. (2016). Motivational Interviewing in Nutrition and Fitness. The Guildford Press

ASSESSMENTS OF LEARNING

Evaluations include the following (please see “**Assignment Summary**” and **individual assignment documents** on Canvas for more details and due dates):

Assessments	Type	Percentage
Exams	Midterm	15%
Assignments	A1: Counseling Skills Role Play	10%
	A2: Written Assignment – Interview and Literature Review of Counselling Methods & Approaches	20%
	A3: Presentation of Written Assignment & Knowledge Sharing	10%
	A4: Client Assessment & Counselling	25%
	A5: Group Counselling Webinars	15%
Participation		5%

Assignment 1: Counselling Skills Role Play (10%)

- In class participation in the role-play sessions/workshop which includes reflection, feedback, debrief & worksheet submission.
 - i. Role play and Reflection – Use ASK – TELL- ASK in a session with your partner
 - ii. Work sheets and Reflections – Use of OARS in counselling sessions
 - 1. Open Ended Questions
 - 2. Affirmations
 - 3. Reflections
 - 4. Summaries

Assignment 2: Written Assignment – Interview and Literature Review of Counselling Methods & Approaches (20%)

- Choose an area of dietetics of interest to you and contact a dietitian working in that area to interview. You will interview a dietitian in regard to their area of practice, strategies and methods for counselling they may use, barriers clients may experience and important topics dietitians should learn about before working in that area. You will gather information on how the dietitian utilizes counselling skills in their daily practice and interactions with individuals. You will then explore the literature on the counselling methods and topics discussed and how the use of these counselling methods may be helpful for individual clients. You will include a reflection of the current research and what further research is needed.

Resources: <https://www.athabasca.ca/write-site/academic-writing-resources/writing-genres-samples/interviewing-process.html>

Assignment 3: Writing Assignment Presentation & Knowledge Sharing (10%)

- After completion of your written assignment you will prepare a 3 Minute Thesis presentation with 1 slide on your main findings and learning from this activity.
- You can find information here on 3 Minute Thesis presentations - https://www.mcgill.ca/skillsets/files/skillsets/mcgill_3mt_presenter_guidebook_0.pdf

Assignment 4: Counselling Assessment and Advising Assignment (25%)

- Volunteer Client Sessions including assessment and 2 x follow up advising/strategy counselling sessions
- Submission of consent forms and reflections debrief x 3 to be submitted to Canvas
- Active discussion in 3 x class debrief sessions

Assignment 5: Group Counselling - Webinar (15%)

- In groups of 4-5, students will choose a topic and the corresponding client group they will be conducting the session for (your classmates will act as this client group for your webinar). The webinar will be presented to the class in 15 minutes and have an additional 5 minutes for questions.
- You will aim to use one or more of the counselling theories/practices to engage the audience in an interactive experience utilizing such skills as Ask – Tell – Ask and other motivational interviewing techniques.
- Note: There will be a group feedback form to fill out for participation

Participation (5%)

- Participation in class discussion, quizzes, demonstration of material preparation, understanding of required readings, and critique of peer role play presentations done in pairs. Students will be evaluated for their professional and respectful conduct in class including punctuality and attentiveness. A grading rubric will be available on Canvas for students to review how they will be evaluated.
- Any changes to grading/assessment will be discussed in class, a new electronic syllabus will be provided on Canvas and students will be notified of the change by email. Please note that class participation will be noted for each class.

Late assignment: Extensions will be considered in extenuating circumstances and should always be pre-approved by the Course Instructor, unless otherwise not possible. Documentation for extenuating circumstances will be required. Late assignments will be penalized by 10% per day for each day past due.

Please Note: Final grades are determined using the faculty-specific grading schemes in the UBC Vancouver Academic Calendar (<https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/grading-practices/introduction>). Note that the passing grade for MND students is 60%, and only 6 credits of an entire degree may receive grades between 60-68% (<https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/academic-regulations/academic-progress>)

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

Given the collaborative and applied nature of the work in this course, you can expect to put in a significant amount of time outside of scheduled class hours, including time during the weekends, associated with this course.

This course, like all required courses in the Dietetics Major, contributes to coverage of the Integrated Competencies for Dietetic Education and Practice (ICDEP). All students in the Dietetics Major should refer to the Mapping of Curriculum to ICDEP page on the dietetics website to familiarize themselves with the requirements.

LEARNING ANALYTICS

None.

LEARNING RESOURCES

The LFS Learning Center can be used as a resource for audio-visual support (technical support, hardware sign-out) and editing support. The LFS Studio can also be used as a recording space.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record the class.

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