

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 |
|---|--|-----------------|----------------|
| Cristel Moubarak, RD Jess Pirnak, RD | crtl155@mail.ubc.ca jpirnak@mail.ubc.ca | Virtual | By Appointment |
| TA: Shipra Pareek | spareek@mail.ubc.ca | Virtual | By Appointment |

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

Cristel is a Registered Dietitian who completed her dietetics degree at the University of British Columbia and an internship at Vancouver Coastal Health. Her diverse background of experiences in food service & catering management, community nutrition, addiction recovery, private practice and business administration comes through in her teaching. In addition to her instructor roles in post-secondary education, Cristel runs her own private practice where she counsels, educates & coaches clients through a non-diet, weight inclusive, trauma & neurodivergent informed lens.

Jess is a Registered Dietitian and Certified Wellness Coach. She completed her dietetics degree at the University of British Columbia and an internship at Provincial Health Services Authority after finishing a Psychology degree from Simon Fraser University. Currently, she's the lead dietitian at LifestyleRx, which is a precision lifestyle medical practice, the in-house dietitian advisor for the BC Canadian Celiac Association and she runs her own private practice.

COURSE STRUCTURE

The class will be held in Term 2 of the winter session on **Wednesdays and Fridays from 1-230pm.**

Some classes will be in person and the majority of the classes will be virtually over zoom. Please review the Course Schedule found under modules on Canvas for full details.

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 & LEARNING RESOURCES

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. <https://doi.org/10.1111/j.1365-277x.2012.01244.x>
- Whitehead, K. (2015). Changing dietary behaviour: the role and development of practitioner communication. *Proceedings of the Nutrition Society*, 74(2), 177–184. <https://doi.org/10.1017/S0029665114001724>
- PDF of *A Counselling Approach (Part 1)* – Counselling Skills for Dietitians Second Edition by Judy Gable

Required Podcast:

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

Key points:

- Introduction to counselling skills in dietetics
- Review of students perceptions on nutrition counselling
- Review of assignments, schedule, personal journaling and expectations for Readings
- Coordination of group work

Week 2: The Helping Relationship and Patient/Client Centred Care

Required Readings:

- Lu, A., & Dollahite, J. (2010). Assessment of dietitians' nutrition counselling self-efficacy and its positive relationship with reported skill usage. *Journal of Human Nutrition and Dietetics*, 23(2), 144–153. <https://doi.org/10.1111/j.1365-277x.2009.01024.x>

- 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:

- Coveney, J., Booth, S. (2019). Critical Dietetics and Critical Nutrition Studies (listed under Modules on Canvas)

Additional Podcast:

- 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.

Key Points:

- Introduction to what it means to provide client centred care
- Introduction to counselling role plays for skill development
- Skill development in active listening and allowing space for the client share their lived experience/s

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

Required Readings:

- Counselling Issues: Self-Disclosure. (P.64-65). From Herrin, M., & Larkin, M. (2013). THE PROCESS OF COUNSELING. In *Nutrition Counseling in the Treatment of Eating Disorders* (pp. 69–88). Routledge. <https://doi.org/10.4324/9780203870600-8>
- 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>
- Sleater, A., & Scheiner, J. (2020). Impact of the therapist's "use of self." *European Journal of Counselling Psychology (Trier)*, 8(1), 118–143. <https://doi.org/10.5964/ejcop.v8i1.160>
- College of Dietitians of British Columbia. Cultural Safety and Humility. Retrieved from: <https://collegeofdietitiansofbc.org/registrants/cultural-safety-and-humility/>
- College of Dietitians of Ontario. Cultural Competence and Informed Consent. Retrieved from: [https://www.collegeofdietitians.org/resources/client-centred-services/cultural-competence/cultural-competence-and-informed-consent-\(2013\).aspx](https://www.collegeofdietitians.org/resources/client-centred-services/cultural-competence/cultural-competence-and-informed-consent-(2013).aspx)
- Amidor, T. (2018). Ask the Expert: Counseling Clients From Diverse Cultures. *Today's Dietitian*. Retrieved from: <https://www.todaysdietitian.com/newarchives/0918p10.shtml>

Key Points:

- Synchronous/Live SafeCARE training during class time will coach you on how you can use a trauma-informed approach to support patients and your teams.
 - This is a 2 hour training course therefore you will be given time off the previous class to balance your in session hours with the course for that week (please see Course Schedule).
- Learn more about therapeutic presence safely, effectively and ethically
- Practicing with shared respect, shared meaning and shared knowledge
- Moving away from an expert lens to a partnership lens with clients

Week 4 & 5: 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. <https://doi.org/10.12968/bjon.2016.25.16.924>
- Gainforth, H., Dineen, T., Giroux, E., & Forneris, T. (2020). Teaching Behavior Change Theory in Canada: Establishing Consensus on Behavior Change Theories That Are Recommended to Be Taught to Undergraduate Students in Courses Addressing Health Behavior Change. *Pedagogy in Health Promotion*, 237337992090617–. <https://doi.org/10.1177/2373379920906178>
- 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

Required Podcasts:

- Ten Percent Happier – with Dan Harris – Episode 220: The Anti-Diet with Evelyn Tribole
- Nutrition Counselling, Unscripted – Dr Cath Morley and Carol Townson – Fourth Episode: Food in Counselling Settings (Found on Spotify)

Additional 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

Additional Podcasts:

- Let Us Eat Cake Podcast – Series on Intuitive Eating

Key Points:

- Skill development in theories of behaviour change and practical application
- Skill development in how to incorporate food knowledge and skills into client sessions
- Introduction to Intuitive Eating principles and research

Week 5 & 6: Motivational Interviewing

Required Readings:

- Marley, S., Carbonneau, K., Lockner, D., Kibbe, D., & Trowbridge, F. (2011). Motivational Interviewing Skills are Positively Associated with Nutritionist Self-efficacy. *Journal of Nutrition Education and Behavior*, 43(1), 28–34. <https://doi.org/10.1016/j.jneb.2009.10.009>

- 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>

Additional Podcasts to support learning:

- <https://www.fullbloomproject.com/podcast> - Topics to review: Is body-positivity benevolent anti-fatness? ; What is everything I need to know about eating disorders?
- <https://www.quickanddirtytips.com/nutrition-diva>. The host is an RD and addresses “Hot Topics” in food and nutrition in each 10 min episode.

Additional Resources to support learning:

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

Key Points:

- Motivational Interviewing skills in practice – Ask – Tell – Ask, OARS
- Skill development in how to ask open ended questions and active listening techniques with simple and complex reflections

Week 8: Foundational Counselling Skills

Required Readings:

- 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>
- Pennella, A.R. & Rubano, C. (2019). Understanding emotional issues of clients approaching to nutrition counseling: A qualitative, exploratory study in Italy. *Journal of Health and Social Sciences*, 4(1), 73–84. <https://doi.org/10.19204/2019/ndrs8>
- Yang, W., Low, Y., Ng, W., Ong, S., & Jamil, J. (2019). Investigation of empathy amongst dietetic interns at selected primary and tertiary health-care facilities. *Nutrition & Dietetics*, 77(2), 231–239. <https://doi.org/10.1111/1747-0080.12562>
- Jennifer Black: Thoughts on Food and connection In and After Crisis - <https://pwias.ubc.ca/ideas/wall-stories/thoughts-on-food-and-connection-in-and-after-crisis/>

Key Points:

- Development of core counselling skills

Week 9 & 10: 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>
- Sandy Cornett. (2009). Assessing and Addressing Health Literacy. *Online Journal of Issues in Nursing*, 14(3), C1–13.
- 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>

Key Points:

- Counselling skill development continued, including transition from assessment to advising and communicating with clarity
- Incorporating Food skills/knowledge into your session
- Assessing and addressing health literacy
- Approaches to patient centred Goal Setting
- Exploration of what it is to be “healthy”, “nourished” and what is “wellness”

Week 11 & 12: Webinar Presentations

Week 13: 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/>

Key Points:

- What are the ethical standards in Nutrition Counselling
- The importance of consent
- What does it mean to stay within your scope of practice

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:

- The helping relationship and Client-Centered Care
- Trauma-informed approach to support patients and your teams
- Creating culturally safe engagement with Indigenous communities
- Weight Inclusive Practice and Mindful Eating in Nutrition Counselling
- Structuring and navigating client sessions in a hospital setting
- Foundational Counselling skills – Structuring and navigating Client sessions in an outpatient setting
- Social Justice, Food insecurity and Nutrition Counselling
- Counselling skills with pediatric patients and their families

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

* denotes no associated Academic Miller's Pyramid evaluator (K, KH, SH, D) on the ICDEP guidelines.

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). *Counseling 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):

| | | |
|----------------------|---|-----|
| Exams | Midterm | 25% |
| | | |
| Assignments | A1: Counseling Skills Role Play | 10% |
| | A2: Client Assessment & Counselling | 20% |
| | A3: Webinar | 15% |
| | A4: Reflection & Analysis of Counselling Approaches | 25% |
| | | |
| 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: Counselling Assessment and Advising Assignment (20%)

- Volunteer Client Sessions including assessment and follow up advising sessions
- Submission of consent forms and reflections debrief x2 to be submitted to Canvas
- Active discussion in class debrief sessions

Assignment 3: 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.

Topics may include:

- Intuitive Eating - Audience: general public
- Meal planning for Diabetes - Audience: hospital outpatient group
- Pre and post exercise nutrition - Audience: Vancouver Swim team – teenage athletes
- Portfolio diet for Heart Health - Audience: Community nutrition group of adults
- Meal prep for busy schedules - Audience: General public
- Eating on a budget – Audience: DTES Outreach Group
- Cultural Safety – Audience: Dietetic colleagues
- Nutrition for Type 1 Diabetic Management – Audience: 8 yo children with their parents
- Practicing with a weight neutral lens – Audience: Family Practice Group (GPs)

Note: There will be a group feedback form to fill out for participation

Assignment 4: Reflection & Analysis of Counselling Approaches (25%)

Choose one topic in nutrition counselling from below, narrow it down to a particular subject within the topic and reflect, critique and explore the literature as it relates to nutrition counselling approaches.

Options for topics:

- A weight neutral and/or weight inclusive approach to counselling
- Cultural safety in the hospital setting
- How a patient/client's past or present trauma can impact a nutrition counselling session
- Food insecurity and therapeutic nutrition interventions
- How tradition plays a role in how we eat and nutrition counselling
- Balancing the parents' and the child's goals in nutrition counselling sessions
- Diet culture and how it impacts nutrition counselling
- Explore the concept of "compliance" as it relates to nutrition counselling
- Explore ways to decolonize nutrition counselling

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.

Late assignment: Extensions will be considered in extenuating circumstances and should be pre-approved by the Course Instructor, when possible. Documentation for extenuating circumstances will be required. Late assignments will be penalized by 10% per day for each day past due.

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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Students are not permitted to record the class.