Acknowledgement

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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 | 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:** Quadri Akinremi |  | 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 England at the London School of Hygiene and Tropical Medicine (2010-2011). She has worked in a variety of settings for the last 15 years including St. Paul's hospital (in outpatient and inpatient care), community nutrition, 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 and in 2017 she received the Unsung Hero Award from the Heart Centre. She is currently teaching two courses at UBC, working in the Heart Centre at St Paul’s Hospital and owns her own private practice with *Nutritious Twist Consulting*.

Course Structure

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

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

Classes will be synchronous and not recorded as participation in class is required.

Schedule of Topics

All lectures will be given by Sinéad Feeney with 7 guest speakers throughout the course.

**Week 1 (Jan 12 & 14th ) 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
* Time given to coordinate for group work

**Week 2 (Jan 19th and 21st) 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

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:**

* GUEST: Dr. Cath Morley
* 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

**Weeks 3 (Jan 26 & 28th) Safe and Effective Use of Self (SEUS) 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>

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.

**Key Points:**

* GUEST: Scott Harrison SafeCARE Course
* SafeCARE training 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 lecture schedule).
* As part of SEUS you will learn more about therapeutic presence safely, effectively and ethically.
* Skill development in how to navigate a weight neutral approach to nutrition counselling

**Weeks 4 (Feb 2nd & 4th) Cultural Safety and Awareness**

* Required Readings:
* 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>
* 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:**

* GUEST: Marissa Alexander – Creating culturally safe engagement with Indigenous communities
* Nourish Journey Check Point – Please come ready to discuss how your Nourish Journey is going and your reflections (***Please have Fall completed of your Nourish journey***)
* Practicing with shared respect, shared meaning and shared knowledge
* Moving away from an expert lens to a partnership lens with clients

**Week 5 (Feb 9th & 11th) 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

GUEST: TBD - Weight Inclusive Practice and how to develop a webinar

**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 6 & 7 (Feb 16th – March 2nd) 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 Resources to support learning:

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

**Key Points:**

* Motivational Interviewing skills in practice – Teach Back, Ask – Tell – Ask, OARS
* Skill development in how to ask open ended questions and active listening techniques with simple and complex reflections
* Activities will include mini quizzes, case studies, discussion

**Week 7 – 9 (Mar 4th – Mar 16th) 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
* GUEST: TBD - Social Justice, Food insecurity and Nutrition Counselling
* GUEST: Pediatrics Dietitian- TBD - Counselling skills with pediatric patients and their families
* GUEST: TBD – Foundational Counselling skills – Structuring and navigating Client sessions in an outpatient setting

**Assessment:**

* + Counselling Skills Practice with volunteer Client – First Client Assessment interview plan for week of March the 4th – 10th
  + Debrief –**March 11th Friday**

**Week 9 – 10 (Mar 18th – Mar 23rd) 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>

**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”
* Nourish Journey Check Point – Please come ready to discuss how your Nourish Journey is going and your reflections (***Please have Winter and Spring completed of your Nourish journey***)
* GUEST: TBD - Structuring and navigating Client sessions in a hospital setting
* Follow up with Client
  + Counselling Skills Practice with volunteer Client – Follow up Session completed by March 23rd – Reflections sheet due
  + Week 11 **March 23rd Friday - Debrief**

**Week 10 & 11 (Mar 25th – April 1st) Webinars/Presentations**

**Week 12 (April 6th) 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
* Nourish Journey Check Point – Please come ready to discuss how your Nourish Journey is going and your reflections (***Please have your Nourish journey completed***)

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 Textbook:**

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

**Further Readings/Resources:**

<https://www.msvu.ca/academics/professional-studies-at-the-mount/bsc-applied-human-nutrition/faculty-profiles/jennifer-brady/>

Assessments of Learning

Evaluations include the following (please see Canvas for more details):

1. **Critique of Nutrition Counselling & Counselling methods (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.

Options for topics:

* Reflect, critique and explore the literature on:
  + 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 childs’ 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

Format: 5-7 pages, double- spaced, 12pt font, Times New Roman font, not including references

Due: **Midnight (11:59pm) Friday, March 25th, 2022**

1. **Counselling Assessment and Advising Assignment (20%)**

* Volunteer Client Sessions including assessment and follow up/advising session
* Submission of consent forms through Canvas
* Reflections debrief x2 to be submitted to Canvas
* Active discussion in debrief sessions

**Due Dates:**

* First Assessment and Reflection sheet complete by **March 11th, 2022 11:59 PM (MIDNIGHT)**
* Second Counselling Session and Reflection Sheet complete by **March 23rd, 2022 11:159 PM (MIDNIGHT)**

1. **Counselling Skills Practice (through Role Play and worksheets) (15%)**

* Come to the class on **March 2nd** ready to participate in the role-play sessions/workshop. You will work in 3s for the workshop. You will receive feedback from the instructor and TA on the Motivational Interviewing methods below and submit a 1 page reflection for each (using Ask – Tell- Ask, OARS and Simple/Complex Reflections) on the counselling methods used, lessons learned, what worked what didn’t work and how you would proceed with the next session. You will work on the worksheets provided for further skill building and submit to Canvas. **(Total 15% 🡪 5% each)**
  1. Role play and Reflection – Use ASK – TELL- ASK in a session with your partner
  2. Work sheets and Reflections – Use of OARS in counselling sessions
     1. Open Ended Questions
     2. Affirmations
     3. Reflections
     4. Summaries

Note: Please see Canvas for further instructions including a checklist for how we will be marking this assignment

**Work Sheets and 3 x Reflections Due: March 4th, 2022 Wednesday 11:59 PM (MIDNIGHT)**

1. **Webinar (20%).**

Students will work in groups of 4 – 5 and will choose one of the following topics below and the corresponding client group they will be conducting the session for (your classmates will act as this client group for your webinar). If there is another topic and audience you would like to explore for your webinar that is not listed below, you may identify that as one of your choices with a brief rationale as to why it is of interest and email that to [sinead.feeney@ubc.ca](mailto:sinead.feeney@ubc.ca). You will develop a 15 minute webinar (+ 5 minutes for questions 🡪 20 mins total) on the topic chosen and cater it to the audience associated with the topic. You will aim to use one or more of the counselling theories/practices to engage the audience. You will conduct the session for the class on the following dates: **March 25th, March 30th, April 1st**

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

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

1. **Completion of Nourish – Food is Our Medicine Learning Journey** **(10%)**
   1. Complete the learning journey through Nourish – Food is our Medicine – <https://www.nourishleadership.ca/fiom-internal>
   2. Hand in your certificate of completion as a PDF on Canvas
   3. There will be check points throughout the term to reflect on where you are in your journey
   4. Check points: Feb 2nd, March 18th , April 6th

**Due**: **April 6th, 2022 11:59 PM (MIDNIGHT)**

1. **Participation (10%)**

Participation in class discussion, quizzes, demonstration of material preparation, understanding of required readings, and critique of peer roleplay 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 availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

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.

Copyright

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.

*Version: 04 January 2021*