

## Course Outline: “4106 - Nutrition Counseling and Interpersonal Skills”

### 1. General information

<b>FACULTY/SCHOOL</b>	Physical Education, Sport Science & Nutrition		
<b>DEPARTMENT</b>	Nutrition & Dietetics		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>	<b>4106</b>	<b>SEMESTER</b>	<b>4<sup>th</sup></b>
<b>COURSE TITLE</b>	<b>Nutrition Counseling and Interpersonal Skills</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures	2		
Tutoring	1		
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>	<b>3</b>	<b>3</b>	
<b>COURSE TYPE</b> <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	Scientific expertise		
<b>PREREQUISITE COURSES</b>	NO		
<b>LANGUAGE OF INSTRUCTION</b>	Greek		
<b>LANGUAGE OF EXAMINATION/ASSESSMENT</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uth.gr/courses/DND_U_238/">https://eclass.uth.gr/courses/DND_U_238/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult: Συμβουλευτείτε το

#### **APPENDIX A**

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

#### **APPENDIX B**

- Guidelines for writing Learning Outcomes

The aim of the course is to provide the basic principles, but also up-to-date scientific data on the factors that influence dietary behavior and dietary choices, as well as interpersonal relationships. The Behavior Modification Theories most commonly used in Nutrition Science are listed, as well as effective techniques for improving dietary habits and behaviors in the context of therapeutic and preventive intervention. The role of the dietitian-nutritionist as a competent assistant or as a "coach" in the effort of the individual to change the eating habits and parameters of his/her lifestyle for the prevention and treatment of diseases is emphasized.

Upon completion of the course students are expected to acquire the ability:

- to understand the methods of changing dietary behavior
- to understand the characteristics that the dietitian-nutritionist should have as a nutrition consultant and the interpersonal relationships that he/she should develop
- to apply nutritional counseling techniques and strategies for both the prevention and treatment of diseases

#### General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies, Adapting to new situations Decision-making Individual/Independent work Group/Team work Working in an international environment Working in an interdisciplinary environment Introduction of innovative research Project planning and management Respect for diversity and

*multiculturalism Environmental awareness Social, professional and ethical responsibility and sensitivity to gender issues Critical thinking Development of free, creative and inductive thinking ..... (Other.....citizenship, spiritual freedom, social awareness, altruism etc.) .....*

- Adapting to new situations
- Decision-making
- Independent work
- Working in an interdisciplinary environment

### 3. COURSE CONTENT

Indicative content:

1. Definition of nutritional counseling, communication skills, methods of behavior change, meta-theoretical model for behavior change, change processes
2. The role of the dietitian-nutritionist in modifying dietary habits and behaviors
3. Characteristics of a good counselor, structure of counseling sessions, first counseling session, advising people at the stage of preliminary design, at the stage of study, preparation, action, maintenance, when maintenance fails
4. Nutritional counseling for the prevention and treatment of various diseases

### 4. TEACHING METHODS - ASSESSMENT

<p><b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i></p>	In class lecturing	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<ul style="list-style-type: none"> <li>- Lectures in Power Point</li> <li>- Learning support through the online eClass platform</li> </ul>	
<p><b>COURSE DESIGN</b> <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i></p>	<b>Activity/Method</b>	<b>Semester workload</b>
	Lectures	26
	Tutoring	13
	Individual work	11
	Independent Study	25
<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p>	<p>Written final examination that includes:</p> <ul style="list-style-type: none"> <li>- Multiple choice tests</li> <li>- Short answer questions</li> </ul>	

### 5. SUGGESTED BIBLIOGRAPHY

*-Suggested bibliography: Δεξιότητες Συμβουλευτικής για Διαιτολόγους (1998). Τσίτσας, Γ. Εκδόσεις Παρισιανού.*