

Western HealthSciences

Brescia School of Food and Nutritional Sciences

FN 4460B – Nutrition Counselling Winter 2026

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements

 Stable internet connection

 Laptop computer

 Calculator

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 5	February 14-22	April 9	April 10-11	April 12-30

March 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Course Coordinator/instructor	Contact Information	Office Hours
Paula Dworatzek, PhD, RD, FDC, PHEc	pdworatz@uwo.ca	Virtual, by appointment

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

A study of the counselling theories relevant to nutrition and dietetics. Cases specific to nutrition will be discussed.

Prerequisite(s): [Foods and Nutrition 3344A/B](#) and [Foods and Nutrition 3351A/B](#). Registration in the Honours Specialization in Nutrition and Dietetics

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: In-person

Component	Date(s)	Time
Lecture 001		

Learning Outcomes

This 4th year required course is a capstone course, meaning that you are expected to integrate all of your learnings up to this point so that you can apply your knowledge in discussions, skill-building activities, simulations, and case studies.

Upon successful completion of this course, students will be able to demonstrate competencies in Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing by:

1. Demonstrating understanding of EDID (equity, diversity, inclusion, and decolonization) and how it pertains to nutrition counselling
2. Conducting (self-)assessments and engaging in (self-)reflection as it pertains to nutrition counselling
3. Demonstrating understanding and application of ethical and legal aspects of nutrition counselling
4. Demonstrating understanding, application, and assessment of communication, behaviour change, and counselling theories and strategies
5. Demonstrating the ability to gather, review, and interpret client-centred information and to develop, evaluate, and modify appropriate nutrition counselling strategies to support a nutrition care plan

Teaching Methodology and Expectations of Students

In-person lectures, discussions, activities, and role play will be used to learn the theories and strategies of nutrition counselling. Students are expected to come to class prepared, having read required readings and ready to participate. This is often referred to as flipped learning, which allows for more discussion, problem-solving, and application during lectures.

Course Content and Schedule

CHECK OWL FOR COURSE READINGS AND SLIDES 3-5 DAYS BEFORE CLASS.

Week	Day	Description	Proposed Readings (Changes/Additions posted on OWL) and/or Assignments Due
1	Jan 6	Course Outline, Introduction to Nutrition Counselling, Self-assessment of Bias	Nutrition Counseling and Education Skill Development Textbook: Chapter 1. Understanding an Effective Counseling Relationship Sukhera J et al. Implicit Bias and the Feedback Paradox: Exploring how health professionals engage with feedback while questioning its credibility. Acad Med. 2019;94:1204-1210.
2	Jan 13	EDID (Equity, Diversity, Inclusion and Decolonization), Cultural Competence, Cultural Humility	Lissette Ochoa, (tentative guest speaker) – 2 hours Textbook: Chapter 9 (9.1, 9.3, 9.7, 9.9, 9.12). Communication with Diverse Population Groups Tervalon M, Murray-Garcia J. Cultural humility vs cultural competence .J Health Care Poor Underserv. 1998;9(2):117-125. Cultural Humility Video: https://www.youtube.com/watch?v=SaSHLbS1V4w Mosby I, Galloway T. “Hunger was never absent”: How residential school diets shaped current patterns of diabetes among Indigenous peoples in Canada. CMAJ. 2017;189(32):E1043-E1045. Residential School Video: https://cns-sc.n.ca/education-portal/view/special-webinar-out-of-the-darkness-and-into-the-light
3	Jan 20	Behaviour Change and Counselling Theories Considerations in counselling (language, disabilities, trauma /abuse, grief)	Textbook: Chapter 2, up to 2.10. Frameworks for Understanding and Attaining Behaviour Change Dennett C. Trauma-informed nutrition care. Today’s Dietitian. 2021;23(6):36. Banasiak K, Cleary D, Bajurny V, et al. Language Matters – A Diabetes Canada Consensus Statement. Can J Diab. 2020;44:370-73.
4	Jan 27	Health Literacy, Communications	Vahabi M. The impact of health communication on health-related decision making: A review of evidence. Health Education. 2007;107(1):27-41. Textbook: Chapter 3. Communication Essentials
5	Feb 3	Interviewing: Rapport, Physical space, Types of questions, Types of responses	Textbook: Chapter 4. Meeting Your Client: The Counseling Interview Chapter 5 – 5.1, 5.2, 5.3, 5.8. Developing a Nutrition Care Plan: Putting It All Together

6	Feb 10	Counselling: Client-centred, Types of Counselling, Goal Setting	Chapter 6. Promoting Change to Facilitate Self-Management Critical assessment of counselling video due Feb 11-13
Feb 14 – 22, 2026 Reading week			
7	Feb 24	Tours of Counselling Lab	Team Schedule To Be Posted on OWL
8	Mar 3	Motivational Interviewing: Spirit and Processes	Textbook: Chapter 2.11 -2.14. Motivational Interviewing
9	Mar 10	Motivational Interviewing: Processes and Skills (OARS)	Readings on OWL
10	Mar 17	Team Work on Assignments	Video design and Video due March 20-23
11	Mar 24	Social Networks, Relapse Prevention, Closing Counselling, Evaluation, Self-care	Chapter 7 (7.1, 7.2, 7.4-7.8). Making Behavior Change Last Chapter section 13.8. Self-Care
12	Mar 31	Jurisprudence, Ethical and Legal Considerations	Samantha Thiessen and Diane Candiotta, College of Dietitians of Ontario (virtual guest speakers) Case review and readings (as posted on OWL) required before class
13	Apr 7	Nutrition Education Demonstrations	Nutrition Education Demonstration due in class, Apr 1

Course Materials You Must Acquire and Their Costs

Required Course Materials/Tools

- Textbook: Bauer KD, Liou D. Nutrition Counseling and Education Skill Development. 4th Ed. Cengage Learning Inc., Boston, MA, USA. 2021. Link from bookstore (note: they use FDN instead of FN for the course code); textbook hardcopy \$168.25 or online \$77.00 (either are acceptable): https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024B&courses%5B0%5D=001_UW/FDN4460B
- Any additional readings will be posted on OWL.

Optional Course Materials

- Motivational Interviewing in Nutrition and Fitness. Clifford D and Curtis L. The Guilford Press, New York, USA. 2016. Link to library e-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044448118805163
- Holli BB, Beto JA. Nutrition Counseling and Education Skills: A Guide for Professionals. 7th Ed. Jones and Bartlett Learning. Burlington, MA, USA. 2018. https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991045466222105163&context=L&vid=01OCUL_UWO:UWO_DEFAULT&lang=en&search_scope=OCULDiscoverNetwork&adaptor=Local%20Search%20Engine
- Dietitians of Canada. Practice Evidence-based Nutrition (PEN). Knowledge Pathway: Counselling Strategies. www.pennutrition.com (requires login)

Integrated Competencies for Dietetic Education and Practice (ICDEP)

The ICDEP consist of 7 interrelated Domains (areas) of Practice Competencies: Food and Nutrition Expertise, Professionalism and Ethics, Communication and Collaboration, Management and Leadership, Nutrition Care, Population Health Promotion, and Food Provision.

For more information on ICDEP competencies please visit the UWO OWL FN UNDERGRADUATE RESOURCES AND INFORMATION site.

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Due Date	Flexibility	Learning Outcome
Critical assessment of counselling video	Written	15%	Feb 11-13	Flexible, please contact professor	1,2,4
Capstone projects: 1) create a client interviewing video (incorporating communication, behaviour change, and/or counselling theories); and 2) deliver a nutrition education demonstration	1) Video 2) Group presentation	50% total Video design and Video (30%) Nutrition education demonstration (20%)	Video design and Video, March 20-23 Nutrition education demo, In class Apr 7	See note 2, 3 (only for video) There is no flexibility for the demo	1-5
2-hour Online exam [2]		20%	During final exam schedule, date TBD	Not applicable (see note 4)	1-5
Participation in skill-building activities, role plays, discussions	During lecture	15%	ongoing	See note 1	1-5

Notes:

1. **Participation:** This course has 13 class sessions, amounting to 39 hours of classroom time; however, there will be 2 classes (Mar 17 and Apr 7) where there will be no opportunity for participation. Thus, there will be 11 class opportunities for participation. Your participation grade will be calculated by averaging the 9 class sessions with the highest participation scores. Academic consideration requests will not be required for the first 2 missed classes, and your 9 class sessions will count toward participation. Students who miss more than 2 classes without academic consideration will fail this course. Students may obtain academic consideration for an additional 2 missed classes; however, there is not a way to make up participation, so the participation grade will be based on the class sessions they attend. Students who obtain academic consideration for 3 or more additional missed classes (i.e., students who miss a total of 5 or more classes over the course of the term, even with academic consideration) will fail this course (or, at the discretion of their academic advisor, be withdrawn from the course without academic penalty). No further warning will be given in this regard.

2. Designated Assessment: This assessment has been designated as being central to the evaluation of learning outcomes in this course. Accordingly, students must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the makeup assessment as follows: your instructor will make the online makeup test available to you once all documentation from the academic advisor has been approved.
3. Students are expected to submit assignments by the final deadline listed. Should extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the final deadline without a late penalty. Please contact the professor if this situation arises. Students submitting their assessment beyond the extended deadline will receive a penalty of 1% per hour that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the final deadline and lasted longer than the extension. Students must not provide medical or compassionate documentation to the instructor.
4. You cannot use undocumented absences for final exams.

General information about assessments

- All assignments are due at 23:59 EST unless otherwise specified.
- Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0.
- A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal.
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days.
- Prior to the filing of a written request for relief, students must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Information about late or missed assessments:

- Late assessments without academic consideration will be subject to a late penalty of 1% per hour

Course-specific conditions:

- Regrading:** If you receive a grade on an assignment that you wish to have reevaluated, please re-read the assignment instructions and review the grading scheme and comments carefully. If you are still convinced that you have not received the grade that you deserve, prepare a half-page written explanation highlighting where and why you should have earned a different grade, and submit it with the original assignment and marking scheme. The assignment will be reevaluated based on the strength of your explanation as well as the assignment instructions and grading scheme. There is no guarantee that your grade will go up after re-evaluation, in fact, it could go down. Remember to communicate respectfully and clearly why you believe a grade should be reconsidered. Requests for regrades should be submitted within a week of grading an assignment. Please see the later section on Appeal of a Grade.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy.

Academic Policies and Statements

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office - <http://www.registrar.uwo.ca/>
4. Ombuds Office - <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail

received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.