

Advanced Certificate in Nutritional Counselling

This course provides a strong grounding in human nutrition and the basic skills needed to advise or counsel people in this area. It is ideal for those with existing qualifications in health.

COURSE STRUCTURE

This course is made up of 6 modules:

Human Nutrition 1

Human Nutrition 11

Human Nutrition 111

Counselling Skills

Sports Nutrition

Children's Nutrition

MODULE OUTLINES

Human Nutrition I

There are nine lessons in this course as follows:

1. Introduction to Nutrition.
2. The Digestive System
3. Absorption and Enzymes
4. Energy Value and Foods
5. Carbohydrates and Fats
6. Proteins
7. Vitamins and Minerals
8. Water
9. Nutrient Disorders

What You Will Do In This Course

- Distinguish between nutrition terms including: food, nutrition and diet.
- Distinguish between characteristics of all major food groups, including chemistry and foods which are a good source.
- Explain the significance of the major food groups, including: Carbohydrates, Proteins, Fats, Minerals, Vitamins.
- Label on unlabelled illustrations, parts of the digestive system.
- Explain the function of different parts of the digestive system.
- Distinguish between digestion and absorption of food.
- Explain the different layers of the digestive tract, including: mucosa, submucosa, muscularis, serosa.
- Explain different physiological processes involved in absorption

- Explain how different hormones control the digestive process, including: gastrin, gastric inhibitory peptide, secretin, cholecystokinin.
- Explain the action of three different digestive enzymes.
- Describe how the intake of different types of food may affect metabolic rate.
- List foods which are a common sources of carbohydrate.
- Explain three factors which affect the bodies demand for carbohydrate.
- List foods which are a common source of fats.
- Distinguish between saturated and unsaturated fats in the diet of a specific person.
- Develop a set of guidelines to determining appropriate fat intake, in accordance with an individuals specific requirements.
- Explain the role of protein in the body, including examples of two physiological processes involving protein.
- Explain the role of ten different minerals in the body.
- Explain the role of water in the body, for five different physiological processes.
- List factors which affect the bodies requirement for water.
- Describe three different techniques used by health practitioners for determining food/nutrition disorders

Human Nutrition II

The content of each of the eight lessons is outlined below:

1. Cooking And Its Affect On Nutrition
2. Food Processing And Its Affect On Nutrition
3. Recommended Daily Intake Of Nutrients
4. Vitamins
5. Minerals
6. Planning A Balanced Diet
7. Assessing Nutritional Status And Needs
8. Timing Of Meals, And Needs For Special Groups

What You Will Do In This Course

- Explain reasons for cooking food.
- Compare different methods of cooking food in terms of their effect on both health and nutrition.
- Explain the effects on nutrition of cooking different types of foods, for different periods of time.
- Distinguish between function, effects, and chemistry of different types of food additives, in food preparation, including: *Colours *Preservatives *Antioxidants *Vegetable gums *Flavourings *Thickeners *Anti caking agents *Bleaches *Emulsifiers *Humectants *Food acids *Mineral salts.
- Explain how "freshness" of different specified foods impacts upon nutrient status of those foods.
- Explain how physical treatment of different specified foods (eg. cutting or crushing) may affect the benefit of that food, including: *digestibility *keeping quality *nutrient status.
- Explain freezing of food, in terms of the process, function and affects.

- Analyse in a report the effects of food additives found in three different supermarket food items.
- Explain problems that may result from food additives including: *allergic reactions *hyperactivity
- Demonstrate five different food processing techniques, by independently preparing samples to a commercial standard.
- Compare recommended dietary intake information from three different sources.
- Explain how food requirements vary, in terms of components and quality, at different ages, including: *babies *children *teenagers *young adults *elderly people.
- Explain nutrient disorders associated with three different significant vitamin imbalances, including vitamin B complex, vitamin C, and one other vitamin.
- Evaluate two different people the learner is familiar with, with respect to vitamin intake, lifestyle and health status, to determine if vitamin B & C needs are being satisfied.
- List food sources of calcium in order of richest to poorest source.
- Distinguish nutrient disorders associated with calcium and iron imbalances, in terms of diagnosis and significance.
- Evaluate the diets of two different people, with respect to mineral intake, lifestyle and health status, to determine if mineral requirements including calcium and iron needs, are being met.
- Develop a questionnaire to analyse the dietary requirements of a person.
- Recommend aspects of diet which could be improved for individuals analysed.

Human Nutrition III

The content of each lesson is outlined below: -

1. Problems with Eating
2. Dental Problems
3. Fibre and Bowel Diseases
4. Different Ways of Eating
5. Food Toxicity
6. Food Toxicity
7. Detoxification/Body Cleansing
8. Consulting/ Giving Advice

What You Will Do In This Course

- Prepare a questionnaire/form to monitor individuals' eating and health over a period of time.
- You will be required to submit the completed forms together with your analysis.
- Explain the significance of diet to cancer in adults over the age of 40.
- Explain the effect of the following five different foods on the teeth and gums: chocolate, white bread, a tossed salad without dressing, steak, chocolate milk shake.
- Prepare a list of guidelines for healthy dental hygiene procedures, including both dietary and other practices.

- Investigate the fibre content in the diet of four different people.
- Explain possible implications of inadequate fibre in the diet, for the following three different demographic groups: teenagers, 13-15 years of age, adult office workers, 40-50 years of age, pregnant women.
- Explain inflammatory bowel disease (IBD), in the case of a pregnant 30 year old woman who suffers mild ulcerative colitis and does not suffer any signs of Crohns disease.

Sports Nutrition

The course is divided into 9 lessons as follows (students complete one assignment per lesson):

1. **Introduction to Human and Sports Nutrition.** This lesson gives the student a basic grounding in human nutrition as it relates to sport. Topics include: dietary nutrients; recommended daily intake; the balanced diet; carbohydrates (including the glycemic index), fats and proteins.
2. **Energy.** This lesson explains the concept of chemical energy and how it is produced in the human body. Topics include: Calories and Kilojoules; energy systems and adenosine triphosphate; and aerobic vs anaerobic respiration.
3. **Energy in the athlete's body.** This lesson examines how energy is utilised in the human body. Topics include: aerobic capacity; respiratory quotient; metabolism; stages of exercise; energy sources during exercise; and protein as an energy source.
4. **The training diet.** Looks at the principles of a training diet and how to design an effective training diet. Topics include carbohydrates; proteins and the protein needs of athletes; fats; other nutrients (such as antioxidants); and meal timing
5. **The competition diet.** In this lesson, the student will learn about the principles behind and how to design a diet for an athlete for the days leading up to, during and after a competition. Topics include carbohydrate loading and the carbohydrate needs of athletes; guidelines for pre competition eating; eating during competition; competition, fatigue and nutrition; and competition recovery requirements.
6. **Fluids.** Explains the importance of fluids in an athlete's diet. Topics include: the function of water in the human body; fluid needs in humans; water and solute regulation in the body; electrolytes; water and body temperature regulation; fluid intake before, during and after exercise; and intra venous fluid replacement.
7. **The athlete's body composition.** Teaches students about the body composition of an athlete, and methods of measuring body composition. Topics include: components of the human body; body composition assessment techniques; the importance of body composition to performance; and the body mass index.
8. **Weight Management.** This lesson examines effective methods for weight reduction and body fat control where they are deemed necessary. Topics include: the mechanics of weight loss; why athletes may want to lose weight; "making weight" and "cutting up"; weight loss and physical performance; overweight people; weight change and low energy diets; tips for losing body fat; key characteristics of a safe weight reduction diet; and eating disorders.

9. **Training for Size and the use of Sports Supplements.** Examines methods of increasing muscle mass and assesses the use of sports supplements. Topics include: how to gain weight; gaining muscle mass; evaluating the use of sports supplements; types of sports supplements; and supplements and drug testing.

What You Will Do In This Course

*Keep an accurate log of everything you or someone else eats for a three day period. Write down absolutely everything that you ingest (except water). Record the approximate quantities of each food consumed

*Interview an athlete, or person who regularly participates in sport. Find out what they change about their diet when they are in training as opposed to when they are resting. Do they see diet as an important part of their training program? Do they add or cut out certain food groups when they train? You will report on the set task in the assignment.

*Design a diet for an athlete (choose either male or female, and give their age) training for competition in a sport of particular interest to you. This diet is to be used while the athlete is doing their long term training for competition – not for the period leading up to competition. Outline what foods need to be eaten AND WHY. *Develop some meals that would be appropriate for breakfast, lunch, dinner and snacks.

*Find an athlete who is accustomed to physical activity (this athlete can be you, but *do not do any out of the ordinary exercise*. Only perform this activity yourself if you are accustomed to physical activity). Weigh the subject before a typical training session. Then, directly after the training session weigh the subject again. Calculate the weight loss – convert this from grams to ml (1g = 1 ml). This weight loss is usually largely fluids. Then calculate the sweat rate of the athlete in different situations.

Children's Nutrition

There are 10 lessons in this module as follows:

1. Introduction to Child Nutrition
2. Nutrition for Pre-Pregnancy
3. Nutrition in Pregnancy
4. Nutrition in Infants
5. Nutrition in Childhood
6. Nutritional Concerns
7. Healthy Eating Behaviours
8. Issues in Child Nutrition
9. Childhood Obesity
10. Diet Plans
- 11.

What You Will Do In This Course

*Interview three parents (family or friends are OK) regarding the diets (what the children eat for breakfast, lunch and dinner as well as snacks) of their children. Make a day's menu for each one of them according to the information they give you.

*Interview two pregnant women (family or friends) and question about their daily diet. Note what they have said and write how you would improve their diets.

*Research for information to make a tasty and healthy weaning mix for a six month old baby. Make your own weaning mix with the information you have gathered.

*Prepare a diet plan for an 11 year old for three days.

*Compare the nutrition panel for 3 different staple foods bought from the supermarkets (for example breakfast cereals, stir fry sauces or pasta sauces, fruit bars). Compare the added sugars to natural sugars

*Do a survey and find out What Australian children and adolescents are actually eating. Write a 200 word report on your survey. (You can conduct your survey by talking to children, adolescents and their parents, by reading articles in magazines and newspapers or by searching the internet)

Counselling Skills

COURSE STRUCTURE

The course is divided into eight lessons as follows:

1. Learning Specific Skills - Learning methods;
2. Listening and Bonding - Meeting and greeting; helping the client relax; listening with intent
3. Reflection: Paraphrasing - Reflection of feeling; client responses to reflection of feelings; reflection of content and feeling
4. Questioning - Open and closed questions; other types of questions; goals of questioning
5. Interview Techniques - Summarising; confrontation; reframing
6. Changing Beliefs and Normalising - Changing self-destructive beliefs; irrational beliefs; normalising
7. Finding Solutions - Making choices; facilitating actions; gestalt awareness; psychological blocks
8. Ending the Counselling - Terminating the session; closure; further meetings; dependency, confronting dependency.

AIMS

- Explain the processes involved in the training of counsellors in micro skills.
- Demonstrate the skills involved in commencing the counselling process and evaluation of non-verbal responses and minimal responses.
- Demonstrate reflection of content, feeling, both content and feeling, and its appropriateness to the counselling process.
- Develop different questioning techniques and to understand risks involved with some types of questioning.
- Show how to use various micro-skills including summarising, confrontation, and reframing.
- Demonstrate self-destructive beliefs and show methods of challenging them, including normalising.
- Explain how counselling a client can improve their psychological well-being through making choices, overcoming psychological blocks and facilitating actions.
- Demonstrate effective ways of terminating a counselling session and to explain ways of addressing dependency.

WHAT YOU WILL DO IN THIS COURSE

- Report on an observed counselling session, simulated or real.
- Identify the learning methods available to the trainee counsellor.
- Demonstrate difficulties that might arise when first learning and applying micro skills.
- Identify why trainee counsellors might be unwilling to disclose personal problems during training.
- Identify risks that can arise for trainee counsellors not willing to disclose personal problems.
- Discuss different approaches to modelling, as a form of counselling
- Evaluate verbal and non-verbal communication in an observed interview.
- Identify the counsellor's primary role (in a generic sense).
- Show how to use minimal responses as an important means of listening with intent.
- Explain the importance of different types of non-verbal response in the counselling procedure.
- Report on the discussion of a minor problem with an anonymous person experiencing that problem.
- Identify an example of paraphrasing as a minimal response to reflect feelings.
- Discuss the use of paraphrasing in counselling.
- Differentiate catharsis from confused thoughts and feelings.
- Identify an example of reflecting back both content (thought) and feeling in the same phrase.
- Demonstrate/observe varying responses to a variety of closed and open questions in a simulated counselling situation.
- Evaluate your use of open and closed questions in a counselling role play.
- Identify the main risks involved in asking too many questions
- Explain the importance of avoiding questions beginning with 'why' in counselling.
- Explain how the application of different micro-skills would be useful in counselling in observed communication (written or oral).

- Give examples of situations when it would be appropriate for the counsellor to use confrontation
- Discuss appropriate use of confrontation, in case studies.
- Show how reframing can be used to change a client's perspective on things.
- Develop a method for identifying the existence of self-destructive beliefs (SDB's).
- Identify self-destructive beliefs (SDB's) amongst individuals within a group.
- List methods that can be used to challenge SDB's.
- Explain what is meant by normalising, in a case study.
- Demonstrate precautions that should be observed when using normalizing.
- Determine and evaluate optional responses to different dilemmas.
- Explain how the 'circle of awareness' can be applied to assist a client, in a case study.
- Explain why psychological blockages may arise, and how a counsellor might help a client overcome them.
- Describe the process through which a counsellor would take a client to reach a desired goal, in a case study.
- Identify inter-dependency in observed relationships.
- Explain why good time management is an important part of the counselling process.
- Compare terminating a session with terminating the counselling process.
- Demonstrate dangers posed by client-counsellor inter-dependency, and how dependency can be addressed.
- Explain any negative aspects of dependency in a case study

This course provides a strong grounding in human nutrition and the basic skills needed to advise or counsel people in this area. It is ideal for those with existing qualifications in health, hospitality, food technology or related disciplines.

The course is also suitable for students who want to provide general nutritional advice to improve fitness and wellbeing through diet, or to improve their own diet.

The course provides credits toward accredited higher qualifications through this and affiliated colleges including Health Schools Australia.

This course is internationally accredited through I.A.R.C



Course Enrolment Form

Mr Mrs Ms Miss

Family Name

Given Names

Date of Birth: ___/___/___

Age:

Gender: Male

Female

Address:

State

Country

Postal Code

Telephone:

Email:

Educational Qualifications

Course Information

Course name:

Other Information

How did you learn about Health Academy?

Website

Exhibition

Advertisement

Others

Payment Options   

Option 1: 1 Payment of \$2,200 *(please note single payment option there is a discount of \$ 200.00)*

Option 2: 12 Payments of \$200

Credit Card:

Card no :

Expiry date: __/__/__

Name on the Card:

Amount:

Signature:

Student Declaration

I agree that the information I have supplied in this application and documentation supporting the application is true and correct. I have read, understood and agree to the [terms and conditions](#).

Student Signature