



COURSE BREAKDOWN

10763NAT - CERTIFICATE IV NUTRITION



NATIONALLY RECOGNISED
TRAINING

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WATCH: WHY STUDY WITH VAST?



WATCH: WHY WAS THIS COURSE CREATED?



CORE UNITS
10763NAT - CERTIFICATE
IV NUTRITION



NUTCOM001 – PROMOTE THE CONCEPTS OF HEALTH AND WELLBEING IN RELATION TO NUTRITION

INTRODUCTION:

This unit sets the foundation for the course and places nutrition in the context of health as a whole. The student will learn the holistic nature of 'health', understanding the many factors that influence an individual's overall health. The Scope of Practice for a Nutritional Advisor is introduced here, emphasising the difference between curative and preventative health.

This unit is divided into one (1) theory task and one (1) Practical Task.

THEORY TASK ONE LEARNING OUTCOMES:

- Knowledge of the dimensions, determinants and definitions of health
- The important difference between preventative and curative health in terms of Scope of Practice
- Identify and critically analyse valid and reliable sources of nutrition information
- Introduction to principles and techniques of communication

PRACTICAL TASK ONE LEARNING OUTCOMES:

- Apply critical perspective and evaluation techniques to health and nutrition information sources
- Analyse and promote the concepts of health and nutrition to clients
- Educate clients on community-based health promotion
- Creation of media presentations to promote and convey nutrition information to an audience

ADDITIONAL UNIT OUTCOMES:

- The impacts on non-nutritional factors on dietary effectiveness
- Legal and ethical implications for providing health and nutrition information

HLTAAP002 – CONFIRM PHYSICAL HEALTH STATUS AND HLTAAP001 – RECOGNISE HEALTHY BODY SYSTEMS (COMBINED UNIT)

INTRODUCTION:

Based on foundational anatomy and physiology principles, the student will learn how the body works in order to understand how food works within the body. The student will gain comprehensive understanding on the structure and function of each human body system so to recognise the health status of their clients.

This unit is broken up into three (3) theory tasks and one (1) practical task.

THEORY TASK ONE LEARNING OUTCOMES:

- Apply knowledge of underpinning human anatomy and physiology concepts including: levels of structural organisation, human life processes and homeostasis
- The importance of utilising anatomical and medical terminology in practice
- Understanding the basics: cells, tissues and organs
- Comprehensive understanding of the structure and function of each body system and how they interact with one another (synergy)

THEORY TASK TWO LEARNING OUTCOMES:

- Causes of disease and key features of each cause including: pathogens, inherited genetic conditions, trauma and toxins.
- Identify variations from normal healthy functioning
- Understand and communicate the processes of homeostasis including: electrolyte and fluid balance, thermoregulation, maintenance of blood pressure etc.
- Knowledge of the major types of cellular adaptation

THEORY TASK THREE LEARNING OUTCOMES:

- Obtain accurate information from clients regarding physical health status through observation and questioning
- Interpret and analyse information by applying knowledge of healthy body systems
- Identify any potential concerns or problems regarding the client's health status
- Utilising knowledge of Scope of Practice, identify when client's require referral to suitable health professionals

PRACTICAL TASK
ONE LEARNING
OUTCOMES:

- Obtain, correctly interpret and use anatomical and physiological client information to check the physical health status of at least 3 different people presenting with different conditions
- Implement industry endorsed screening tool to determine client's health status
- Implement initial client questionnaire to gather information prior to initial consultation

ADDITIONAL UNIT
OUTCOMES:

- Understanding the senses (smell, taste, touch, hearing, sight) and equilibrium
- The importance of oral health
- Benefits of collecting a client's food diary and what it should include



NUTAPP001 – APPLY THE FUNDAMENTALS OF NUTRITION TO MEET A CLIENT’S DIETARY NEEDS

INTRODUCTION:

This unit starts at the very beginning when it comes to nutrients as a whole - explaining the six essential nutrients, what they are, how they can be categorised into macro- and micronutrients, where they are found, how they are processed and utilised within the body, and in what quantities they are recommended. From this, the student will have a clear understanding of the various nutrient deficiencies that can arise, their signs and symptoms, and the extent to which they can help clients whilst remaining within their Scope of Practice.

This unit is broken up into two (2) theory tasks and three (3) case studies.

THEORY TASK ONE LEARNING OUTCOMES:

- Understand the importance of nutrition for a healthy, functioning body
- Explain the basic chemical makeup of macronutrients (simple & complex carbohydrates; complete & incomplete proteins; saturated, unsaturated and trans fats; short, medium and long chain fatty acids)
- Explain the basic chemical makeup of micronutrients (difference between vitamins and minerals; water-soluble and fat-soluble vitamins etc.)
- Obtain detailed information on the role of both macro- and micronutrients within the body
- Understand how the body absorbs, utilises and processes both macro- and micronutrients
- Identify common food sources of each nutrient
- Understanding the recommended nutritional daily intake for macro-and micronutrients
- Identify energy requirements to suit the varying goals of clients

THEORY TASK TWO LEARNING OUTCOMES:

- Understanding past and emerging diet and nutrition myths
- Explain the effects of cooking and meal preparations on the nutritional quality of foods
- Identify common diet, nutrition and weight related conditions and common symptoms
- Identifying situations requiring a referral when clients are outside the Scope of Practice of a Nutritional Advisor
- Identifying recognised and credible sources of information

CASE STUDY
LEARNING
OUTCOMES:

- Analyse and interpret information for 3 different clients in order to make suitable recommendations
- Calculate each client's individual requirements
- Identify situations requiring referral to alternative Health Professionals
- Educate clients on fad diets & myths
- Implement communication techniques to inform clients of recommendations

ADDITIONAL UNIT
OUTCOMES:

- How to read a nutrition label
- How to interpret clever marketing tricks on product packaging
- Understanding glycaemic index and load
- The benefits of fibre
- Safe food handling practices



**WATCH: WHAT SETS
US APART?**



**WATCH: WHAT YOU WILL
LEARN...**

NUTDES001 – DESIGN A NUTRITIONAL PLAN FOR AN INDIVIDUAL

INTRODUCTION:

This unit allows the student to apply the foundational nutrition principles learnt thus far into creating customised meal plans for 5 case study clients with varying needs and goals. The student will be taken through a step-by-step process of how to develop meal plans, including: analysing the client's current nutritional intake, calculating their individual recommended nutritional requirements and comparing the two to determine where change is needed. The student will also learn what is needed to make flexible nutritional recommendations, should the client not wish to follow a structured meal plan.

This unit is broken up into two (2) theory tasks and five (5) case studies.

THEORY TASK ONE LEARNING OUTCOMES:

- Understand the benefits of incorporating nutritional principles
- Calculate a client's Basal Metabolic Rate (BMR) and Estimated Energy Requirements (EER)
- Calculate a client's Estimated Protein Requirement range (EPR)
- Calculate a client's Estimated Fluid Requirements
- Calculate a client's recommended macronutrient ratios
- Understand the importance of balanced meals and not omitting certain food groups
- Identify and adhere to a client's likes and dislikes
- Understand the importance of long-term client adherence for reaching goals

THEORY TASK TWO LEARNING OUTCOMES:

- Identify cultural diets and restrictions of the client, such as: allergies and intolerances, dietary requirements, religious restrictions, financial constraints etc.
- Implement and utilise various energy and nutrient assessment tools
- Understand the importance of obtaining client's health history & previous failed attempts
- Implement client progress monitoring methods and obtaining client feedback
- Importance of identifying 'at risk' clients and knowing when to refer onto other Health Professionals
- Identify when clients would be more suited to structured meal plans or flexible nutrition recommendations

CASE STUDY
LEARNING
OUTCOMES:

- Analyse and interpret information for 5 different clients from detailed food diaries and client questionnaires
- Calculate each client's individual nutrient requirements to ensure they are meeting their nutritional needs
- Consider the client's current dietary and lifestyle patterns and make recommendations that will increase client adherence
- Establish daily requirements and design a nutritional plan in accordance with Scope of Practice based on the clients goals and preferences
- Ensure weight maintenance and healthy body weight
- Implement healthy and sustainable weight-loss goals
- Implement healthy and sustainable weight gain or increase of lean body mass

ADDITIONAL UNIT
OUTCOMES:

- Functional foods, super foods, their benefits and sources
- Nutrient timing, meal frequency and meal fatigue
- Contraindications of diet therapy
- The detox theory
- Providing guidance to clients on food measurements and serve sizes



NUTEST001 – ASSIST IN ESTABLISHING POSITIVE DIGESTIVE HEALTH

INTRODUCTION:

This unit outlines why having a thorough understanding of digestive health is essential for successful practice and client success. The student will gain a comprehensive understanding of the physiology of the digestive system, the organs involved in digestion, the importance of fibre and having a healthy gut microbiome, bowel transit time and pH levels. The student will also be able to identify factors that negatively impact the digestive system and when it is not functioning as it should.

This unit is broken up into two (2) theory tasks and the same five (5) case study clients as previous the unit.

THEORY TASK ONE LEARNING OUTCOMES:

- Explain the structure and function of the digestive system and it's role in supporting overall health
- Identify the major, minor and accessory organs of the digestive system and their individual roles
- Identify the absorption sites within the small and large intestines for various nutrients
- Explain the synergistic relationship between the digestive system and other systems within the body
- Explain the 6 major steps of the digestive process

THEORY TASK TWO LEARNING OUTCOMES:

- Explain the importance of digestive health for holistic health, including the gut/brain connection and the association between mental health and nutrition.
- Identify common symptoms of poor digestion & factors contributing to poor digestive health
- Implement techniques and key nutritional factors for enhancing and maintaining positive digestive health
- Understand and identify poor and adequate bowel transit times and safe protocols for improvement.
- Identify problems associated with poor digestion
- Identify when mild digestive conditions become chronic and when referral to another Health Professional is required

CASE STUDY
LEARNING
OUTCOMES:

- Analyse and interpret information for 5 different clients in order to make suitable recommendations
- Assist in identifying signs and symptoms of poor digestive health
- Identify dietary and lifestyle patterns which may negatively impact digestions (such as stress or lack of fibre)
- Advise clients on how to integrate positive behaviours and nutritional recommendations for maintaining a healthy digestive system, in accordance with Scope of Practice
- Implement communication techniques to inform clients of recommendations

ADDITIONAL UNIT
OUTCOMES:

- The impacts of non-dietary factors on the digestive system
- The Bristol Stool Chart
- Understanding various chronic conditions associated with the digestive system
- The impact of stress on the digestive system
- The importance of regular physical activity for positive digestive health



WATCH: HOW YOU ARE SUPPORTED



WATCH: HOW LONG WILL THIS COURSE TAKE?

NUTPSY001 – ANALYSE AND APPLY THE PRINCIPLES OF PSYCHOLOGY AND BEHAVIOUR MANAGEMENT

INTRODUCTION:

This unit covers basic psychological and behaviour management principles to provide the student with skills to foster positive change within the life of their clients. The student will gain a comprehensive understanding of the many facets of understanding behavioural change, and what is needed to see it done successfully. This unit also covers the science of how food and nutrients impact behaviour and emotions, by learning exactly how specific nutrients can improve or worsen a client's mental health.

This unit is broken up into three (3) theory tasks and three (3) of the same case study clients as the previous units.

THEORY TASK ONE LEARNING OUTCOMES:

- Identify common psychological theories and principles that may impact the health of the client
- Understanding the history of, and various themes within, psychology

THEORY TASK TWO LEARNING OUTCOMES:

- Understanding the underpinning factors for, and barriers to, behavioural change
- Apply strategies for supporting and motivating clients to implement behavioural change
- Explain the impacts of mindset and motivation on achievement of a client's goals
- Understand the basic science of how food and nutrients impacts behaviour and emotion and how certain foods can increase or decrease the likelihood of mental health conditions
- Recognise a client's readiness for change using the transtheoretical model (stages of change)

THEORY TASK
THREE LEARNING
OUTCOMES:

- Identify opportunities to reinforce the client's responsibility for their decisions and actions
- Demonstrate effective counselling techniques to assist in positive behavioural change
- Implement effective communication strategies, progress monitoring methods and feedback procedures with clients
- Recognising traits of major mental health illnesses and the need to refer to the appropriate Health Professional.
- Implement arousal control techniques
- Understand and implement the principles of goal setting and the various types of goals that can be utilised.

CASE STUDY
LEARNING
OUTCOMES:

- Establish behaviour management strategies for each of the 3 clients who have differing psychological barriers to achieving their specific nutritional goals
- Outline and document information from each client regarding their attitude towards nutritional goals and healthy lifestyles
- Apply learnt psychological principles to assist in achieving nutritional goals
- Demonstrate positive communication skills and supportive counselling strategies to assist in behavioural change
- Identify when client's fall outside Scope of Practice and refer to appropriate health professional.

ADDITIONAL UNIT
OUTCOMES:

- Body image and self-perception
- The 'Health at Every Size' Approach
- The psychological effects of social media
- The motivation of hunger and eating



WATCH: HOW IS THIS COURSE ASSESSED?



WATCH: COURSE PRICING

NUTCOM002 – ADVISE CUSTOMERS ON THE USE OF NUTRITIONAL SUPPLEMENTS AND ERGOGENIC AIDS

INTRODUCTION:

Throughout this unit and the whole Certificate IV in Nutrition, the student will learn the ‘food first’ approach where it is encouraged to always look at the client’s diet first, incorporating more whole foods before turning to supplements. However, there will be some instances where clients will require supplementation – even with a food first approach; as such, this unit teaches the student on how to decipher the supplement market and how to make safe and suitable recommendations.

This unit is broken up into two (2) theory tasks and the same five (5) case study clients as previous the units.

THEORY TASK ONE LEARNING OUTCOMES:

- Explain the concept of supplementation, what supplements are and how they can benefit a client
- Identify common types of supplements on the market and quality brands
- Recognise various trends and myths related to vitamin intake and supplementation
- Understand the bioavailability of various supplements including: vitamin absorption, wastage and interactions within the body, enhancers and inhibitors, signs and symptoms of toxicity and deficiency
- identify the risks and relevance of energy enhancers and stimulants

THEORY TASK TWO LEARNING OUTCOMES:

- Identifying common diet, nutrition and weight-related conditions
- Appropriate use and prescription of various supplements
- Recognise common medications and their interactions with supplements
- Identify indications and contraindications for supplement use
- Recognise credible sources for supplement information

CASE STUDY
LEARNING
OUTCOMES:

- Analyse and interpret information for 5 different clients in order to make suitable supplement recommendations
- Identify possible gaps in the client's diet where they may benefit from supplementation
- Confirm the client's previous use of supplementation or ergogenic aids, as well as their level of knowledge
- Analyse and compare various supplements ingredients lists, product information and marketing tricks and select the most suitable supplement for each client.
- Design supplement protocols for each of the five clients and ensure advice given to each client is within Scope of Practice.

ADDITIONAL UNIT
OUTCOMES:

- How to select a quality protein powder, fish oil supplement, multivitamin and other supplements.
- The myth of meal replacements for weight loss
- Recognising dangerous, illegal or banned substances





ELECTIVE UNITS
STREAM ONE: SPORTS
NUTRITION ADVISOR



SISSCO307 – PROVIDE NUTRITION INFORMATION TO ATHLETES

INTRODUCTION:

This unit builds on nutrition principles introduced in earlier units in the course; however, provides further education on how to tailor nutrition principles and strategies to achieve peak performance for athletes. The student will learn how to manipulate the athlete's diet depending on their goals, chosen sport and training regime. The student will also learn the importance of having a robust network of support personnel for the overall success of the athlete.

This unit is broken up into three (3) theory tasks, one (1) case study and one (1) video submission practical task.

THEORY TASK ONE LEARNING OUTCOMES:

- Understand foundational principles of sports nutrition
- Assess the nutrition needs and preferences of athletes in relation to their sporting activity
- Adjust macro- and micro-nutrient intake to enhance training, appropriate body composition and achieve peak performance
- Understand the additional nutritional needs of athletes when compared with the general population
- Recognise the importance of adequate fluid and hydration requirements
- Implement appropriate pre-, during and after event nutrition protocols
- Understand relevant nutrition strategies such as carbohydrate loading and recovery nutrition
- Identify appropriate support personnel to assist athletes

THEORY TASK TWO LEARNING OUTCOMES:

- Understand nutritional requirements and incorporating sports foods, dietary supplements and ergogenic aids
- Understand common sporting supplements on the market
- Effectively implement supplementation when necessary, according to the athletes needs and type of sport

THEORY TASK
THREE LEARNING
OUTCOMES:

- Understand common conditions and disorders that may occur within the athletic population
- Identify signs and symptoms of various eating disorders
- Identify signs and symptoms of the Female Athlete Triad
- Identify signs and symptoms of chronic dehydration
- Implement appropriate support personnel
- Understand the need for referral and to suitable Health Professionals

CASE STUDY
LEARNING
OUTCOMES:

- Analyse and interpret the athlete's information to make suitable recommendations
- Recognise areas for improvement within the athlete's current nutrition intake
- Identify appropriate fluid requirements to enhance peak performance
- Calculate athlete's protein requirements and make suitable suggestions
- Implement nutritional strategies for pre, during and post event (or training session)
- Effectively monitor the success of nutritional strategies and identify any signs/symptoms of possible conditions
- Refer to appropriate Health Professional when required

VIDEO
SUBMISSION
PRACTICAL
TASK LEARNING
OUTCOMES:

- Conduct an initial consultation with an endurance athlete
- Effectively gather additional information from the client using communication techniques
- Inform the athlete of one pre-event nutrition strategy to assist them in achieving peak performance
- Inform the athlete of one during event nutrition strategy to assist them in achieving peak performance
- Effectively build rapport with the client to ensure a long-lasting and successful relationship

SISSCOP309A – DESIGN AN ATHLETE’S DIET

INTRODUCTION:

This unit allows the student to build on the athlete-specific information that was provided in the previous unit. The student will gain a comprehensive understanding on how to cater to different sporting, physique, training and timing requirements to ensure their athlete has the best chance of reaching peak performance. The student will then try their hand at designing a meal plan for an athlete of their choice.

This unit is broken up into one (1) theory task, one (1) case study and one (1) practical task.

THEORY TASK ONE LEARNING OUTCOMES:

- Identify reliable sources of information for dietary strategies within the sports industry
- Successfully implement re-hydration strategies
- Identify various nutritional strategies for monitoring an athlete’s weight and considering their physique, such as decreasing body fat, increasing muscle mass, decreasing overall weight etc.
- Ensuring that essential nutrients are always met when altering an athlete’s diet such as adequate protein, fats and carbohydrates are considered
- Understand the importance of timing meals for pre-, during and post event nutrition
- Consider the athlete’s and dislikes when creating meal plans

CASE STUDY LEARNING OUTCOMES:

- Analyse and interpret the athlete’s information to make suitable recommendations
- Recognise areas for improvement within the athlete’s current nutrition intake
- Evaluate the effectiveness of the current meal plan, including pre-, during and post event nutrition
- Adjust current intake to be more sustainable and appropriate for the athlete’s needs and goals

PRACTICAL TASK LEARNING OUTCOMES:

- Design a meal plan for an athlete of the student’s choice, ensuring all nutritional requirements are met

ADDITIONAL UNIT
OUTCOMES:

- Reverse dieting
- Crash dieting
- Evaluating different nutritional strategies
- The benefits of carbohydrate loading
- The importance of an athlete's physique for performance



SISSCO308 – SUPPORT ATHLETES TO ADOPT PRINCIPLES OF SPORTS PSYCHOLOGY

INTRODUCTION:

This unit introduces the student to the world of sports psychology. The principals of sports psychology are essential for assisting athletes in reaching their peak performance, so the student will become competent in implementing various psychological strategies that fall within their Scope of Practice, in order to assist their athlete clients. Mental rehearsal, visualisation, guided imagery, motivation, arousal and aggression are all explored throughout this unit.

This unit is broken up into two (2) theory tasks, one (1) case study and one (1) video submission practical task.

THEORY TASK ONE LEARNING OUTCOMES:

- Understand the foundational principles and various perspectives of sports psychology
- Identify the significant difference in role between a Sports Nutrition Advisor and a Sports Psychologist
- Understand performance anxiety, arousal and stress in the context of the athletic population
- Understand the main attributes of motivation in the context of the athletic population

THEORY TASK TWO LEARNING OUTCOMES:

- Effectively determine an athlete's level of anxiety and potential barriers to success
- Identify signs of overtraining and implement strategies for overcoming overtraining
- Identify aggression and the need for referral
- Successfully implement certain psychological and mental rehearsal strategies to prepare for an event
- Implement various goal setting techniques to assist with achieving peak performance
- Monitor the effectiveness of the psychological and mental rehearsal strategies and adjust accordingly

CASE STUDY
LEARNING
OUTCOMES:

- Analyse and interpret the athlete's information to make suitable recommendations
- Identify the athlete's possible weaknesses and psychological needs
- Select suitable approaches and psychological strategies to assist the client reach peak performance
- Monitor and evaluate the effect of the psychological approach
- Identify potential barriers for the athlete and make appropriate referral to Health Professionals

**VIDEO
SUBMISSION
PRACTICAL
TASK** LEARNING
OUTCOMES:

- Conduct an initial consultation with an endurance athlete
- Effectively gather additional information from the client using communication techniques
- Identify the client's current performance anxiety and implement guided imagery as a suitable recommendation
- Encourage reliance on appropriate support personnel
- Effectively build rapport with the client to ensure a long-lasting and successful relationship



**WATCH: GRADUATE
BENEFITS**



**WATCH: SCOPE OF
PRACTICE**



ELECTIVE UNITS
STREAM TWO: HEALTH AND
WELLNESS COACH

CHCCSL001 – ESTABLISH AND CONFIRM THE COUNSELLING RELATIONSHIP

INTRODUCTION:

With its foundations set in counselling strategies and principles, this unit focuses on the initial stages of conducting a consultation, such as: gathering sufficient client information, implementing various counselling techniques and how to foster healthy relationships with clients. This unit equips the student to take a structured approach to consultations and implement effective communication techniques. The student will also learn the exact parameters to which they assist a client within the counselling context.

This unit is broken up into two (2) theory tasks and one (1) video submission practical task

THEORY TASK ONE LEARNING OUTCOMES:

- Explain to clients the nature of the counselling relationship on offer.
- Confirm and establish the client's immediate concerns or anxieties
- Recognise possible stigma and embarrassment associated with receiving professional help
- Confirm the client's expectations of, and commitment to, the counselling relationship
- Understand appropriate client/practitioner boundaries
- Effectively gather additional client information and objectives for foundation of counselling process
- Understand the principles of client centered practice
- Obtain effective communication techniques and use of body language

THEORY TASK TWO LEARNING OUTCOMES:

- Recognise legal and ethical considerations for the initial stages of counselling
- Understand how to ensure non-judgemental practice
- Recognise when to make a referral to a more suitable Health Professional

VIDEO SUBMISSION PRACTICAL TASK LEARNING OUTCOMES:

- Conduct an initial consultation with three (3) different clients presenting with different issues and anxieties about the counselling process.
- Follow the structure and process of a professional counselling interview
- Gather additional client information to assist with their nutritional concerns
- Effectively build rapport with the client to ensure a long-lasting and successful relationship
- Develop and document client support plans (counselling plans) in collaboration with the client

ADDITIONAL UNIT
OUTCOMES:

- The history and evolution of counselling
- The difference between counselling and psychology
- Recognising the impact of one's own values/beliefs on the counselling relationship
- Understanding the referral process



CHCCSL007 - SUPPORT COUNSELLING CLIENTS IN DECISION-MAKING PROCESSES

INTRODUCTION:

Following on from the previous unit which focused on the initial stages of a consultation, this unit then dives straight into the heart of consultations where the student will learn the required skills to successfully sculpt their client's goals into something that can be realistically achieved based on a client's strengths. The student will also learn a number of decision-making models they can implement with clients, in order to determine the best course of action.

This unit is broken up into one (1) theory task and one (1) video submission practical task.

THEORY TASK ONE LEARNING OUTCOMES:

- Encourage clients to explore their aims, goals and objectives and recognise how these may differ due to various circumstances
- Identify how client goals can be modified to suit their personal strengths
- Gain comprehensive understanding of numerous decision-making models to determine most suitable course of action
- Collaborate with the client by exploring potential courses of action to meet their goals
- Identify factors and obstacles that may negatively or positively influence the course of actions
- Implement problem solving and action planning techniques in the counselling context
- Effectively document decisions and agreed ongoing support within industry and organisational guidelines

VIDEO SUBMISSION PRACTICAL TASK LEARNING OUTCOMES:

- Conduct a follow up consultation with the same three (3) different from the previous unit
- Identify their goals and objectives
- Outline personal strengths and modify goals to be based on client's strengths
- Explore possible courses of action with the client whilst identifying possible consequences and factors/obstacles of the course of action
- Implement decision-making models to determine most suitable course of action
- Apply effective communication and rapport building skills to foster healthy client relationship

CHCMHS011 – ASSESS AND PROMOTE SOCIAL, EMOTIONAL AND PHYSICAL WELLBEING

INTRODUCTION:

This unit equips the student to take a holistic approach to addressing their client's nutritional concerns by providing the student with comprehensive understanding of each domain of wellbeing, including: physical, social, emotional, spiritual and cognitive.

This unit is broken up into one (1) theory task and two (2) case studies.

THEORY TASK ONE LEARNING OUTCOMES:

- Understand and explain overall wellbeing to a client
- Promote physical wellbeing, including: current nutritional concerns, recent health checks, identify areas with clients where physical health could be improved, promote healthy habits using credible information
- Promote social wellbeing, including: identify client's social network, community participation and support network; assess level of social inclusion/exclusion; develop strategies to improve community participation and social network
- Promote emotional wellbeing, including: identify client's emotional strengths, challenges and triggers; identify strategies to improve client's resilience and emotional wellbeing
- Promote spiritual wellbeing, including: identify client's spiritual and cultural needs, values, beliefs and traditions; identify any changes the client wishes to make and refer to appropriate support personnel
- Identify when any areas of wellbeing may be lacking in a client's life and implement appropriate strategies of support.

CASE STUDY LEARNING OUTCOMES:

- Analyse and interpret information for 2 different clients in order to make suitable recommendations
- Assess the client's wellbeing Identify any areas of wellbeing in which the client may need improving
- Recognise suitable strategies and provide information to the client by implementing holistic practice
- Identify client's strengths for motivation and modified goal setting

**ADDITIONAL UNIT
OUTCOMES:**

- Practicing mindfulness, kindness and gratitude on a daily basis
- Food security and insecurity
- Understanding the importance of oral and sexual health
- Additional counselling approaches for dealing with clients
- Reviewing a client's wellbeing



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VAST
FITNESS ACADEMY