

# **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 or for someone wanting to start a career in health.

## **COURSE STRUCTURE**

This course is made up of 6 modules:

### **Core Modules:**

Human Nutrition 1

Human Nutrition 11

Human Nutrition 111

### **3 from the below:**

Counselling Skills

Nutrition for weight loss

Sports Nutrition

Children's Nutrition

Nutrition for disease management

Weight Loss Consultant Course

## **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

## **Nutrition for Disease Management**

Nutrition for Disease Management is a Special course mainly focusing on diet plans for people suffering from diet related diseases like Diabetes, Hypertension, intolerances etc. This is a great course as part of the human nutrition certificate or as stand alone for knowledge or to complement your current career.

There are 9 lessons in this course:

1. Introduction to Therapeutic Nutrition
2. Allergies and Intolerances
3. Diabetes
4. Heart Disease, Hyperlipidemia and Artherosclerosis
5. Renal/Kidney Conditions
6. Cancer



7. Digestive Disorders - Esophagus, Small Intestine, Colon,
8. Other Metabolic Conditions (eg. Liver, Gall bladder, Pancreas, etc)
9. Strategic Diet planning for a medical condition

Each lesson culminates in an assignment which is submitted to the school, marked by the school's tutors and returned to you with any relevant suggestions, comments, and if necessary, extra reading.

## **AIMS**

- Discuss the nature and scope of Therapeutic Nutrition; and identify circumstances where diet may need modification
- Explain different types of food allergy and intolerance and provide information on diagnosis, clinical symptoms and appropriate dietary modifications.
- Explain what diabetes is and describe appropriate dietary adjustments that for people with Diabetes.
- Explain appropriate dietary adjustments that should be made for people with Cardiovascular Disease
- Explain appropriate dietary adjustments that should be made for people with Heart Disease, Hyperlipidemia or Arteriosclerosis
- Explain appropriate dietary adjustments that should be made for people with Kidney conditions
- Explain appropriate dietary adjustments that should be made for people with different types of cancer
- Explain appropriate dietary adjustments that should be made for people with a variety of digestive disorders
- Explain appropriate dietary adjustments that should be made for people with diseases of the liver, gall bladder and pancreas
- To evaluate the dietary requirements of a client or patient, who has a medical condition; giving appropriate consideration to that condition; and to identify responsible options for diet planning in response to the situation.

## **Nutrition For weight loss**

### **Want to manage Weight Loss?**

This course provides a very sound foundation for anyone to advise others (eg. as a life coach, nutritional advisor, etc) or to understand and better manage your own weight problems; or those of your family.

### **Course Aim**

To explain all aspects of how nutrition affects weight loss. It is an ideal course for people working with children in the child care industry. It is also a good course for mothers wanting to understand their children's nutritional needs and learn to cope with them or for self enhancement.

There are 9 lessons in this course:

1. Understanding Obesity
  - What is obesity
  - 'Types' of Obesity ... Hyperplasia or Hypertrophy of Fats Cells
  - Dietary Trends and the Incidence of Obesity
  - Factors Influencing Food Intake and Habits
  - Physiological factors which determine food intake
  - Environmental and behavioural factors which determine food intake:
  - Causes of Obesity (Genetics, Lifestyle, Exercise, Eating habits, Water intake, Changing metabolism through life, Medical conditions and disease, Psychology)
  - Health Risks of Obesity
  - Understanding Weight
  - Body composition
  - Evaluation Techniques
  - Body Mass Index (BMI)
2. Nutrition Basics
  - Why we need food
  - Nutrient Reference Value (NRV)
  - Understanding Digestion and Absorption
  - How we process food
  - Basic Roles of Major Digestive Organs
  - Food Composition (Carbohydrates, Proteins, Fats, etc)
  - Fibre
  - Need for Fluids
  - The Glycaemic Index (GI)
  - Calculating Energy Requirements
  - Basal Metabolic Rate
  - Food Pyramid and Recommended Daily Intake (RDI)
  - What is the recommended intake of nutrients?
  - New food pyramid and normal eating patterns
  - Childhood Obesity
3. Diets -Fads, Fiction and Fact
  - A Review of Popular Approaches to Weight Loss and Control
  - Vegetarian Diets
  - Starvation
  - Very Low Calorie and Liquid Diets
  - Commercial Low Calorie Meal Substitutes
  - Commercial Low Calorie Meal Substitutes
  - Blood type diet
  - Food combining
  - Detox Diets
  - Low carbohydrate diets
  - Low Glycaemic index diet (low GI)
  - Sweeteners
  - Low fat diets
  - Fat Substitutes
  - Fat burning diets
  - Supplements
  - Guidelines for Childhood Weight Loss
4. Preventing Obesity
  - Introduction

- Metabolism ... Keeping the Metabolic Rate Stable
  - Making the best food choices
  - Nutritional Education
  - Teaching Healthy Eating Habits to Children
  - Health Initiatives Targeting Obesity
  - Public Health Information
  - Legislative controls
5. Treating Obesity
- Methods that Work
  - Assessment of Clients or Patients
  - Modifying Behaviour
  - Prescribing Diets
  - Life Coach and Personal Trainer
  - Weight Loss Hypnosis
  - Self-help Groups
  - Health Clubs, Health Farms and Holiday Retreats
  - A Holistic Approach
  - Supplements
6. Modifying Eating Behaviour
- Key Stages in Behaviour Changes
  - Cultural food patterns
  - How to Make Lifelong Changes
  - Assess Current Diet (patterns and nutritional value)
  - Plan for Change
  - Seek Motivation and Support from Others
  - Improving Health Through Food
  - Diseases Linked to Obesity
  - Changing Unhealthy Habits
7. Restricting Calorie Intake
- Understanding Energy and Metabolism
  - Metabolism
  - Energy Metabolism
  - Age (Growth and Aging) and Metabolism
  - Activity and Metabolism
  - Calorie Restricted Diets
8. Medical Conditions: Hormones, Drugs, Eating Disorders
- Nutrition During Disease
  - Childhood Diabetes
  - Link between Medication and Diet
  - Drugs and Hormones Prescribed for Weight Management
  - Diet Pills
  - Thyroid hormone
  - Somatropin (Growth Hormone)
  - Weight Loss Surgery
  - Lipoplasty (Liposuction)
  - Abdominoplasty (Tummy tuck)
  - Anorexia Nervosa
  - Bulimia Nervosa
9. Planning a Diet
- A major Problem Based Learning Project

Each lesson culminates in an assignment which is submitted to the school, marked by the school's tutors and returned to you with any relevant suggestions, comments, and if necessary, extra reading.

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### **Sample Notes from course:**

There are two types of obesity – this theory is based on differences between the anatomical characteristics of adipose tissues. Adipose tissue is the loose connective tissue which is responsible for energy storage in the form of fat (lipids). It also provides insulation from heat and cold and offers protective padding around vital organs e.g. the liver.

**Hyperplasia** of adipose cells – this is an increase in the number of fat cells. The number of cells can be as much as five times greater than those found in a healthy child of average weight. Fat cells can also show some enlargement, but this is not vast. The core and extremities of the human body experience hyperplasia of adipose cells.

Adipose tissue contains several cell types, with the highest percentage of cells being adipocytes (more commonly known as fat cells), which contain fat droplets. The two different types of obesity are seen in children and adults, with one more predominately identified in children and the other predominately found in adults.

**Hypertrophy** of adipose cells – this is when adipose cells are greatly enlarged or 'hypertrophied'. The number of fat cells may be same or may increase slightly in adults. Fat distribution is mostly centralised in this type.

*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 as well as for people who are keen on changing careers into the nutrition industry .*

*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*

## Weight Loss Consultant

Throughout this course we shall examine how to set up effective weight loss services and provide you with the knowledge and skills to support these services.

### COURSE AIM

There are 8 lessons in this course:

1. Scope and Nature of Weight Loss
  - Obesity Defined
  - Genetics
  - Diet
  - Exercise
  - Life Events
  - Adolescence
  - Pregnancy
  - Menopause
  - Middle Age
  - Stopping Smoking
  - Weight gain linked to Medication
  - Weight gain following Injury or Illness
  - Scope and Nature of Weight Loss Industry
  - Health Programs
  - Meal Replacement Products
  - Pharmacotherapy
  - Surgery for Weight Loss
2. Managing Physical Activity
  - Role of Physical Activity in Energy Balance
  - Role of Physical Activity Raising Metabolic Rate
  - Bone Mass Maintenance
  - Physical Activity and Mental Health
  - Specific Aspects of Exercise When Overweight
  - Tips to get started with Exercise
  - Types of Exercise and Effectiveness for Weight Loss
  - Cardiovascular Activity
  - Optimum Target Heart Rate for Fat Burning
  - Resistance Activities
  - Exercise Progression
  - Recommending Exercise
3. Managing the Diet
  - Teaching Portion Control
  - Beginning to Address Portion Control
  - Energy Density
  - Fats and Energy Density

- Sources of Fats
  - Tips to Reduce Fat
  - Practical Tips Based on Daily Meal Plan
  - Sugar and Weight Reducing
  - General Weight Loss Tips
  - Using Food Diaries
  - Nutrition Resources and Lesson Planning
4. Managing the Psychology
- Eating and Emotions
  - The Brain and Weight Management
  - Managing the Psychology
  - Helping People to Make Changes
  - Stages of Change Explained -Pre contemplation, Contemplation, Preparation, Action, Maintenance, Relapse
5. Tools for the Consultant
- Determining Weight Status of Clients
  - Administering Weight Checks
  - Calculating BMI
  - Interpreting BMI
  - Setting Targets
  - Determining Waist Measurement
  - Health Evaluation
  - Nutritional Advice
  - Running Supermarket Tours
  - Food Labels
6. Delivering Weight Loss Services
- Individual Consultations
  - Features of an Ideal One to One Consultation
  - Good Questioning Skills
  - Running Group Sessions
  - Running Independent Weight Management Group Sessions
  - Joining an Established Weight Management Business
  - Potential Barriers to Weight Loss
  - Social Issues and Pressure
  - Time Constraints
  - Lifestyle
  - Physical Limitations
  - Psychological Limitations
  - Age
  - Hormonal Issues
7. Conducting a Weight Loss Consultation
- The Next Step
  - Target Marketing
  - Demand
  - Competition
  - Location
  - PBL Project -A major project where you:
    - -Explain the basics of obesity, explain fully the causes, symptoms, and associated health risks.
    - -Identify a target market that will benefit from your services.
    - -Develop a marketing strategy to attract clients from your target market

- -Identify the nutritional, physical exercise, and psychological contributions to obesity.
  - -Identify and convey the importance of addressing all of the above elements in a successful weight loss programme.
  - -Present clear, concise and readily understandable guidelines that address appropriate interventions for the clients to take home and follow
  - -Develop appropriate assessment tools and strategies to identify and monitor your clients needs.
  - -Discuss the challenges for your client to adhere to the programme, and outline strategies to support them.
  - -Compare and contrast the dietary, exercise and psychological strategies you have decided to use, with other weight loss strategies you have decided not to use (e.g. surgery, meal replacement drinks, medication)
  - -Represent complex health information in a clear, simple format, readily understandable by the individual assuming they have little or no nutritional background
8. Establishing a Weight Loss Business
- Starting a New Business
  - Personality and Lifestyle
  - Affordability
  - Industry Knowledge and Experience
  - Starting a Business versus Buying a Franchise
  - Business Plans
  - The Planning Process
  - Marketing
  - The Marketing PlanPromotion, Advertising, Networking
  - Summary of a Successful Business

Each lesson culminates in an assignment which is submitted to the school, marked by the school's tutors and returned to you with any relevant suggestions, comments, and if necessary, extra reading.

## **AIMS**

- Explain factors that affect weight in a body.
- Determine the scope and nature of the weight loss industry in your region.
- Explain the role of physical activity in weight loss and provide practical advice and resources for you to use as a weight loss consultant.
- Explain the role of dietary change in weight loss and provide practical advice and resources for you to use as a weight loss consultant.
- Explain a variety of ways that psychology can be applied to the control of weight.
- Determine weight status of clients
- Select and implement and manage the use of different techniques to control weight in clients
- Identify a viable weight loss service, and those things that must be done to optimize the chance of ongoing success.
- Adapt dietary resources based on needs of an individual or a particular group.
- Planning to start a weight management group

- Develop a weight management service as a business

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When deciding on a weight reduction venture it is important to consider where your interests lie and also how much autonomy you wish to have. Depending on your specific interests you may wish to advise people individually at home or in a clinic environment, or may prefer to offer group meetings where you have complete control over session plans and delivery or alternatively you may wish to join a weight reducing business as an employee or franchise holder.

### **INDIVIDUAL CONSULTATIONS**

Individual consultations allow you to cater for the individual needs of a weight loss client. These consultations provide you with more time to evaluate client's dietary intake and weight loss history, practice behavioural change strategies and provide more tailored dietary advice. Generally you will see clients for one initial consultation which will last for around an hour and then clients will attend for a series of follow up consultations of around 20 minutes to ½ an hour. To see clients individually you may wish to rent a room e.g. in a health or leisure centre or retail outlet either on an ongoing basis or on a more flexible basis. You could also conduct private home consultations either in your own home or where you go to your client's home. The first option will clearly have greater start up costs although may prove more profitable in the longer term when you have established a larger client base. The timings of your consultations will also affect the attractiveness of your service to potential weight loss clients. Generally clients will require you to be flexible in terms of their appointment time and date and this can be difficult to juggle. Whilst you may charge more for each individual client the revenue of an hour long weight management group catering for six or more clients will be higher.

### **GROUP SESSIONS**

Group support is an important aspect of long term weight loss success. In fact there is evidence to suggest that people who attend regular weight control groups are more than 3 times as likely to lose weight as those who try to lose weight on their own where groups with weekly meetings have been associated most positively with success. Weight loss support groups offer prospective dieters a solid support system to assist them with weight loss. Groups can benefit each participant by providing peer support and encouragement as each group member will be going through their own dietary journey either be trying to lose weight or have lost weight and are trying to maintain the weight they lost, thus giving them a personal insight into each others struggle. In this way group participants can encourage group members who are doing well and also listen to those who are having a bad week providing encouragement. Studies have also highlighted that a group environment can also help to reduce some of the stress associated with dieting and weight control.

It may be that participants benefit from knowing that they are not alone in experiencing weight problems that helps them to cope better while sharing problems with others can also remove anxiety.