



## Course Outline

**Code: NUT101**

**Title: Introduction to Nutrition**

<b>School:</b>	Health & Sports Sciences
<b>Teaching Session:</b>	Semester 1
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Dr. Sarah Burkhardt Email: sburkhar@usc.edu.au Phone: 5456 5046
<b>Course Moderator:</b>	Professor Fiona Pelly

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### **1. What is this course about?**

#### **1.1 Description**

This course introduces you to the field of nutrition including a focus on nutrition practice and career pathways, how knowledge in nutrition is developed, the many ways healthy diets can be defined and major nutrition related issues affecting the Australian population. You will develop some basic nutrition knowledge, skills in assessing sources of nutrition information and explore potential career options and consider specialisation within the rest of your degree.

#### **1.2 Course topics**

Nutrition practice in Australia and internationally, Career pathways, Basics in nutrition research; What a healthy diet is; Major food and nutrition related problems.

### **2. What level is this course?**

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program

### **3. What is the unit value of this course?**

12 units

#### 4. How does this course contribute to my learning?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Evaluate and describe the quality and credibility of two sources of nutrition information.	Task 1	Knowledgeable. Creative and critical thinkers.
Develop an appropriate search strategy, accurately search for, and summarise scientific literature.	Task 2	Creative and critical thinkers. Empowered.
Identify the knowledge, skills and attributes required for future nutrition practice and relevant study pathways.	Task 3	Empowered. Creative and critical thinkers.
Describe scope of practice and professional development requirements for the nutrition profession.	Task 3	Empowered

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

This course is only available to students enrolled in SC354 or AB101 or XU301 or UU301 or a Public Health Nutrition Minor.

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Nutrition Information Source Presentation	Group	a. Formative b. 30%	a. 1 page; b. 6 minutes	a. Week 4 b. Week 7	a. Hard copy in class b. Online
2	Literature report	Individual	a. Formative b. 40%	a. Class discussion b. 1000 – 1200 words	a. Week 8 b. Week 11	a. Hard copy in class; b. Online via PebblePad
3	Professional practice workbook	Individual	30%	Four entries, each containing 3 – 4 tasks	Weeks 3, 6, 9 and 13	Online via PebblePad
			100%			

#### Assessment Task 1: Nutrition Information Source Presentation– 30%

<b>Goal:</b>	The goal of this task is to use a structured process to evaluate the quality and credibility of nutrition information and communicate your findings in a narrated PowerPoint presentation (or similar).
<b>Product:</b>	1a (formative): 1 page document outlining your presentation plan and timeline due in week 4. 1b: A group narrated PowerPoint (or similar) which is 6 minutes in length.
<b>Format:</b>	In this assessment task, you will be working in self-selected groups to prepare and present a short oral presentation (via a narrated PowerPoint or similar) that explains your findings from evaluating two sources of nutrition information. This task includes 2 components: Task 2a: As a group, you will develop a 1 page document to be submitted in week 4. This document should outline a plan of your narrated PowerPoint as well as a timeline which shows key tasks and allocation of tasks required to prepare the presentation. This is due in the week 4 tutorial and ungraded feedback will be given to each group. Task 2b: Your group will develop and submit a 6-minute narrated PowerPoint online. All students will be expected to contribute equally to the development and presentation of the narrated PowerPoint (or similar).
<b>Criteria:</b>	Your group will be assessed on your ability to: <ul style="list-style-type: none"> <li>• Present a structured and informative presentation</li> <li>• Accurately use the critique framework</li> <li>• Synthesise the findings of the critique framework to make a determination of the quality and credibility of the information</li> <li>• Professional communication skills</li> </ul>
<b>Generic skill assessed</b>	<b>Skill assessment level</b>
Communication	Introductory
Organisation	Introductory

**Assessment Task 2: Literature report – 40%**

<b>Goal:</b>	The goal of this task is to use a structured process to develop a research search strategy, find literature and present an annotated bibliography.	
<b>Product:</b>	Literature Report (using provided template)	
<b>Format:</b>	You will be provided with a range of nutrition research questions. You will choose one of these research questions to develop a search strategy, undertake a search for scientific literature and produce an annotated bibliography. Your annotated bibliography will include five (5) entries. This report will be 1000 – 1200 words in length and will be submitted online via PebblePad.	
<b>Criteria:</b>	You will be assessed on your ability to: <ul style="list-style-type: none"> <li>• Develop a suitable search strategy</li> <li>• Undertake a search for scientific literature</li> <li>• Present scientific literature accurately in the annotated bibliography</li> <li>• Communicate clearly and concisely in the written form</li> <li>• Follow instructions given for presentation and organisation of the report</li> </ul>	
<b>Generic skill assessed</b>		<b>Skill assessment level</b>
Organisation		Introductory
Information literacy		Introductory

**Assessment Task 3: Professional Practice Workbook – 30%**

<b>Goal:</b>	The goal of this task is to develop an understanding of nutrition career pathways, and the knowledge, skills and attributes required for these varied roles.	
<b>Product:</b>	A PebblePad workbook: Four entries each containing 3 – 4 questions	
<b>Format:</b>	You will complete a series of online workbook questions that relate to the weekly learning content by undertaking weekly workshops and self-directed research. You will focus on identifying key knowledge, skills and attributes for various nutrition roles, reflect on these for professional practice and identify study pathways to enable professional development.	
<b>Criteria:</b>	You will be assessed on: <ul style="list-style-type: none"> <li>• Identification of nutrition related roles</li> <li>• Understanding of scope of practice</li> <li>• Identification of relevant knowledge, skills and attributes</li> <li>• Quality of self-reflection</li> <li>• Identification of appropriate study pathways</li> <li>• Professional communication and following instructions</li> </ul>	
<b>Generic skill assessed</b>		<b>Skill assessment level</b>
Problem solving		Introductory

**7. What are the course activities?****7.1 Directed study hours**

Workshop 2hrs per week. Self-directed activities are used in three weeks of the semester.

**7.2 Teaching semester/session(s) offered**

Sippy Downs: Semester 1.

**7.3 Course content**

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
1	Introduction to NUT101 and nutrition practice Using PebblePad	Workshop	Readings/activities provided in PebblePad workbook
2	Nutrition practice nationally & internationally Ethical practice as a nutritionist	Workshop	Readings/activities provided in PebblePad workbook
3	Using nutrition research to inform knowledge and practice	Workshop	Readings/activities provided in PebblePad workbook
4	An introduction to the food system	Self-directed week, designated tutor contact time (via Zoom)	Readings/activities provided in PebblePad workbook
5	Nutrition Science and the food system: Primary Production	Workshop	Readings/activities provided in PebblePad workbook
6	Nutrition Science and the food system: Processing and Food Industry	Workshop	Readings/activities provided in PebblePad workbook
7	Nutrition Science and the food system: Retail and Food Service (Part 1)	Workshop	Readings/activities provided in PebblePad workbook
8	Nutrition Science and the food system: Retail and Food Service (Part 2)	Self-directed week, designated tutor contact time (via Zoom)	Readings/activities provided in PebblePad workbook
9	Nutrition Science and the food system: The Consumer	Workshop	Readings/activities provided in PebblePad workbook
10	The food system: nutrition and health outcomes	Self-directed week, designated tutor contact time (via Zoom)	Readings/activities provided in PebblePad workbook
11	Nutrition Science and the food system: Food Waste	Workshop	Readings/activities provided in PebblePad workbook
12	An introduction to nutrition for sport and physical activity	Workshop	Readings/activities provided in PebblePad workbook
13	Nutrition practice – where to from here?	Workshop	Readings/activities provided in PebblePad workbook

Please note that the course activities may be subject to variation.

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

Author	Year	Title	Publisher
Tapsell, L. (Ed.)	2013	Food, Nutrition and Health	Oxford University Press

### 8.3 Specific requirements

Not Applicable

## 9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2 Assessment: Additional requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.6 General Enquiries

**In person:**

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)