



## Course Outline

### Code: NUT205 Title: Public Health Nutrition

<b>School:</b>	Health & Sport Science
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Dr Libby Swanepoel Phone: 07 5456 5161 Email: lswanepo@usc.edu.au
<b>Course Moderator:</b>	Dr Jude Maher

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 discipline and practice of Public health nutrition (PHN). You will develop knowledge and skills needed for practice in PHN, with a specific emphasis on needs assessment and problem & determinant analysis. You will also develop knowledge of and skills in evidence based practice. A socio-ecological lens will underpin practice frameworks to provide the basis for exploring the determinants of PHN problems.

##### 1.2 Course topics

- Introduction to Public health nutrition practice theory
- Analysis of public health nutrition problems
- Needs assessment process in public health nutrition practice
- Multi-level determinants of public health nutrition problems
- Evidence based practice in public health nutrition

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

200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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:
Describe the theory underpinning public health nutrition practice and current public health nutrition problems within Australian communities	Task 3 Final Exam	Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives
Examine the multidimensional, multi-factorial determinants of public health nutrition problems	Task 3 Final exam	Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives
Design a search strategy and systematically acquire research relevant to a specific public health nutrition issue	Task 1 Evidence Synopsis	Creative and critical thinkers.
Appraise scientific research studies relating to a specific public health nutrition issue	Task 1 Evidence Synopsis	Creative and critical thinkers.
Describe and evaluate methods used for assessing population needs [in relation to public health nutrition problems]	Task 2 Needs assessment report analysis oral presentation	Engaged, contributing positively to diverse communities through service and leadership
Assess the needs of a community or subpopulation [in relation to public health nutrition problems]	Task 2 Needs assessment report	Empowered, having both the capacity and confidence to pursue the attainment of full potential
Demonstrate effective communication skills and competently integrate the use of appropriate technologies	Task 1 Evidence Synopsis Task 2 Needs assessment report	Empowered, having both the capacity and confidence to pursue the attainment of full potential

#### 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

Nil

##### 5.2 Pre-requisites

(NUT211 or NUT102) and PUB112

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

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

It is assumed that students will have prior knowledge of sociocultural aspects of nutrition, Australian food systems, and public health theory & methodology.

## 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 Details of early feedback on progress

In week 3 of this course, your PICO question for Task 1 will be peer reviewed during your tutorial. In week 9 of this course, your group for Task 2 will engage in a Zoom consultation and feedback session with your tutor to discuss and gain feedback on your progress with the needs assessment report.

### 6.3 Assessment Tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1a	PICO	Individual	Formative	50 words	Week 3	In class
1b	Evidence synopsis	Individual	25%	400-500 words	Week 5	Online
2	Needs assessment report	Group	35%	2500-3000 words	Week 11	Online
3	End of Semester Exam	Individual	40%	2 hours	Centrally scheduled exam block	Exam venue
			100%			

#### Assessment Task 1: Evidence Synopsis

<b>Goal:</b>	You will follow the evidence based practice cycle to ask, acquire and appraise scientific research studies relating to a specific public health nutrition issue
<b>Product:</b>	PICO question, literature search strategy, and literature critique
<b>Format:</b>	400-500 word report
<b>Criteria:</b>	Design a search strategy and systematically acquire research relevant to a specific public health nutrition issue Appraise scientific research studies relating to a specific public health nutrition issue Demonstrate effective communication skills and competently integrate the use of appropriate technologies

#### Assessment Task 2: Needs assessment report

<b>Goal:</b>	You will analyse and interpret data to assess the needs of a target population and report on your findings.
<b>Product:</b>	You will work in groups of 4 for the needs assessment task. You will be provided with data related to a PHN issue. You will analyse and interpret the data and discuss the implications of your findings in the context of your target population and specified nutrition issue.
<b>Format:</b>	2500-3000 word report
<b>Criteria:</b>	Describe and evaluate methods used for assessing population needs [in relation to public health nutrition problems] Assess the needs of a community or subpopulation [in relation to public health nutrition problems] Demonstrate effective communication skills and competently integrate the use of appropriate technologies

**Assessment Task 3: Exam**

<b>Goal:</b>	The end of semester written exam will assess the foundation knowledge and skills needed for public health nutrition practice.
<b>Product:</b>	End of semester written exam
<b>Format:</b>	2 hour written exam
<b>Criteria:</b>	Examine the multidimensional, multi-factorial determinants of public health nutrition problems Describe the theory underpinning community and public health nutrition practice and current public health nutrition problems within Australian communities

**7. What are the course activities?****7.1 Directed Study Hours**

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<b>Location: Specific Campus(es) or online:</b>	<b>Directed study hours for location:</b>
Online	Online module 2-3 hours per week
USC Sunshine Coast	Tutorial 2 hours per week

**7.2 Course content**

<b>Week # / Module #</b>	<b>What key concepts/content will I learn?</b>
1	Course introduction Principles of PHN practice - Problem and determinant analysis - Needs assessment - Socio-ecological approach
2	Evidence Based Practice
3	Problem analysis: The role of 'needs assessment'
4	Analysing PHN problems: Nutrition-related non-communicable diseases
5	Problem analysis forum: Expert panel discuss needs assessment in practice
6	Determinants: Biological Focus: Infant feeding
7	Determinants: Behavioural Focus: Fruit & vegetable intake
8	Determinants: Social Focus: Food insecurity
9	Group Zoom consultations and feedback sessions
10	Determinants: Environmental Focus: Indigenous health
11	Determinants: Economic Focus: Maternal nutrition
12	Determinants: Political/Institutional Focus: Diet quality
13	Revision and reflection

Please note course content is 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)

Nil

Prescribed readings will be provided in class and via blackboard.

### 8.2 Specific Requirements

There are no specific requirements.

## 9. Risk management

There are some health and safety risks in this course. Students will be working in groups as part of assessment tasks 2 and 3, and will be required to consult with members of the local community as part of a target group consultation process. A risk assessment through HAZNET will be completed prior to the course beginning.

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:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) 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 South Bank** - 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
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

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