



## COURSE OUTLINE

# NUT301 Advanced Public Health Nutrition

**Course Coordinator:** Judith Maher (jmaher@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*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 develops your skills for community/public health nutrition. It is based on the socio-ecological approach to practice. You will develop the knowledge and skills needed for practice in community and public health nutrition settings, including nutrition program planning and management. This course will review population-based nutrition promotion strategies in different settings. You will have the opportunity to develop and plan evaluation for a nutrition project during the course.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1 – TELT</b>	3hrs	Week 1	Not Yet Determined
<b>Tutorial/Workshop 1 – Face to face</b>	3hrs	Throughout teaching period (refer to Format)	Not Yet Determined

### 1.3. Course Topics

Orienting practice within the socio-ecological framework  
Best processes for planning PHN intervention – Using the bicycle model  
PHN decision making within an ethical and evidence based framework  
Developing and assessing strategies for implementation  
Evaluating PHN practice – types, methods and processes

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Apply health promotion theory to public health nutrition practice	Empowered
2	Apply an evidence-based public health approach to/for public health nutrition practice	Empowered
3	Apply research and evaluation methods and analysis to/for practice	Creative and critical thinker Empowered
4	Plan, design and construct a sustainable public health nutrition program using best processes for program planning	Sustainability-focussed
5	Justify decisions using a public health nutrition lens	Ethical

### 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. Pre-requisites

(NUT306 or NUT352) and NUT205

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Understanding of behavioural change theory; Foundational knowledge of public health and health promotion; Ability to search academic databases to locate relevant scientific literature; Knowledge of nutrition assessment methods; Nutrition (& food) knowledge; Interpersonal skills; Needs assessment

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

#### 6.1. Grading Scale

Standard Grading (GRD)

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

#### 6.2. Details of early feedback on progress

Formative feedback via ZOOM will be provided to your teams in week 4 that will assist you in undertaking the tasks and producing artefacts relating to the E-portfolio to curate your portfolio to achieve learning outcomes.

#### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	50%	2250 words	Week 9	Online ePortfolio Submission
All	2	Examination - Centrally Scheduled	Individual	50%	20 minutes & project plan	Exam Period	Exam Venue

### All - Assessment Task 1: E-Portfolio

<b>GOAL:</b>	In this assessment task, you will undertake and reflect on a range of practice based tasks to demonstrate your learning.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	You will produce an e-portfolio that showcases how you have achieved the relevant learning outcomes and developed graduate attributes. You will present a range of outputs completed as part of NUT301 course work. In addition, using Borton's reflective framework, you will reflect on a range of individual and group-based practice informed tasks/experiences that integrate theory and practice. This will include but is not limited to contributing to a community focused project. Formative feedback will be provided in week 4 that will assist you to curate your portfolio to achieve learning outcomes.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	The Eportfolio demonstrates your ability to apply an evidence-based public health approach to inform PHN practice 2
	2	The Eportfolio demonstrates your ability to use best processes for planning PHN practice 4
	3	The Eportfolio demonstrates your ability to integrate health promotion theory with practical application 1
	4	The Eportfolio demonstrates your ability to collect, assess, interpret and translate information for PHN practice 3
	5	The Eportfolio demonstrates your ability to use effective communication skills in a range of contexts 4

### All - Assessment Task 2: Final oral examination & project plan

<b>GOAL:</b>	The end of semester oral VIVA exam and project plan will assess the creative and critical thinking and ethical decision making underpinning work undertaken during semester	
<b>PRODUCT:</b>	Examination - Centrally Scheduled	
<b>FORMAT:</b>	Students will be given a case study 2 weeks prior to the oral exam. In groups of two, students will develop an abridged project plan based on the case using a template provided by the lecturer. A 20 minute oral VIVA exam will be scheduled during the central exam period and will be based on the case study.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Plan, design and construct a sustainable PHN program using the bicycle model 4
	2	Justify decisions using a PHN lens 5
	3	Application and use of evidence based public health approaches to inform project development 2
	4	Use of health promotion principles and strategic frameworks to inform project development 1

## 7. Directed study hours

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.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1. Course Introduction; Project governance/Management	Workshop Readings
Week 2 - 4. Module 1: Intelligence gathering	Workshop Readings Cases Service learning project
Week 5-7. Module 2: Planning & implementing action	Workshops Readings Cases Service learning project
Week 8 - Self directed learning	Drop-in only
Week 9-12. Module 3: Evaluation & Reflection	Workshops Readings Cases
Week 13. Revision	Self directed learning Revision

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

Please note: 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) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Roger Hughes	2011	Practical Public Health Nutrition	John Wiley & Sons

### 8.2. Specific requirements

Electronic device

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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 may 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 to negotiate an outcome.

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. 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>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **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
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

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