Course Outline

Code: NUT333
Title: Nutrition and Dietetics Research Proposal

School: Health & Sport Science
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Professor Fiona Pelly  Email: fpelly@usc.edu.au
Course Moderator: Associate Professor Gary Slater

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 aims to prepare you to apply a range of appropriate health research and evaluation methodologies in professional practice, inclusive of quantitative and qualitative research paradigms. The course provides a foundation for an Honours thesis, and commences a pathway for research and further learning. It has been designed to specifically develop research and evaluation competencies relevant to nutrition and dietetic research.

1.2 Course topics
- Research design
- Literature reviews
- Evidence-based practice
- Research design
- Qualitative research design and analysis
- Quantitative research design and analysis
- Research ethics

2. What level is this course?
300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically and systematically review, analyse, consolidate and synthesise research literature and present in a professional manner</td>
<td>Task 1</td>
<td>Creative and critical thinkers</td>
</tr>
<tr>
<td>Apply research concepts, and various research methods and the associated paradigms</td>
<td>Task 2</td>
<td>Empowered</td>
</tr>
<tr>
<td>Design a research project applying appropriate research methods and ethical principles to provide a solution to a complex research problem</td>
<td>Task 2</td>
<td>Ethical Engaged</td>
</tr>
</tbody>
</table>

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 SC302 and SC353 - honours pathway

5.2 Pre-requisites
SCI110, NUT202, NUT232, NUT205, LFS202

5.3 Co-requisites
Nil

5.4 Anti-requisites
ADR401 or RES401 or NUT401

5.5 Specific assumed prior knowledge and skills (where applicable)
It is assumed that students will have basic knowledge of scientific research methods and statistical analysis, and foundation knowledge in nutrients, food science and nutrition assessment.

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

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Literature map and research critique</td>
<td>Individual</td>
<td>10%</td>
<td>2 x A4 pages</td>
<td>Week 3</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>1b</td>
<td>Literature review</td>
<td>Individual</td>
<td>50%</td>
<td>3000 +/- 10% words</td>
<td>Week 8</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>2</td>
<td>Research proposal and ethics application</td>
<td>Individual</td>
<td>40%</td>
<td>2000 words with ethics proposal as required</td>
<td>Week 13</td>
<td>Blackboard (SafeAssign)</td>
</tr>
</tbody>
</table>

**Assessment Task 1: Literature review**

**Goal:** You will apply your developing knowledge of research principles and methods to critically and systematically review, analyse, consolidate and synthesise the literature to demonstrate a broad understanding of your allocated topic.

**Product:**
- Literature map and research critique of 2 x A4 pages
- Literature review of 3000 +/- 10% words

**Format:**
You will be allocated a research topic as a basis for your Honours studies. You will initially independently critique and synthesise the outcomes of two manuscripts published in peer review journals relevant to your individual research project and map out your literature review. In week 2 or 3 you will submit a 2 x A4 page – one page will be a map of the content of your proposed review and the 2nd page will be a research critique on two (2) manuscripts published in peer review journals, you are using to inform your literature review. The manuscripts that are critiqued will be original research studies with similar study outcomes. This will be submitted to your honours supervisor as part of your weekly meeting. This task is formative and ungraded. This will help you to identify skills needed to improve to complete assessment task 1. You will be provided with feedback on your ability to plan out your literature review, synthesis the content of the research papers, apply critical thinking skills, interpret qualitative and quantitative research methods and data and write in a professional manner.

The review of the literature will provide a foundation for your ethics application (where needed) and inform the development of an Honours thesis. The content and structure of the literature review will be discussed with your honours supervisor during your weekly meeting. The literature review (summative) is due in week 8. You will present the literature review with referencing appropriate to the journal targeted for your honours research write up, double spaced lines and include a title, introduction, relevant sections and conclusion.

**Criteria:**
You will be assessed on the following criteria:
- Ability to review, analyse, consolidate and synthesise the literature applying a knowledge of research methods and paradigms to existing research
- Critical thinking and judgement in developing understanding of the topic and identifying directions for research
- Logical sequence, flow, structure and clarity to writing and presented in an appropriate professional style

**Generic skills assessed in Assessment Task 2**

<table>
<thead>
<tr>
<th>Generic skills</th>
<th>Introductory</th>
<th>Developing</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Organisation</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Information literacy</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>
Assessment Task 2: Research proposal and ethics application

**Goal:** To demonstrate your ability to create research aims and objectives that address the gap in the literature, to identify and select appropriate research methods that align with research objectives, to use appropriate research design and to apply ethical processes to research and evaluation.

**Product:** Research Proposal and relevant human ethics application (suitable for submission to the University of the Sunshine Coast Human Research Ethics Committee)

**Format:** Using your research topic from Task 2, you will develop a research proposal as per the template provided. This will be discussed with your honours supervisor during your weekly meetings. This proposal will include an ethics application for subsequent submission to the University of the Sunshine Coast Human Research Ethics Committee where required for the project. You will draw from your literature review to provide a rationale for your research design. The research proposal is to include the following sections:

- Title and abstract (summary)
- Justification for the research based on the literature review (1000 words)
- Research aims and objectives/research questions (up to 500 words)
- Detailed method description (up to 1000 words)
- Time line and budget (up to 2 pages each)
- Expected outcomes and significance (up to 500 words)
- Format, clarity and presentation

Attached ethics application as per USC HREC

**Criteria:** You should be able to demonstrate:
- Critical reasoning regarding justification for the project based in gaps in the current literature
- Definition of research aims and objectives and an understanding and application of research design concepts
- Selection of appropriate methods for collection, analysis and interpretation of qualitative and/or quantitative data
- Feasibility of budget and time frame for completion
- An understanding of ethical research principles and procedures that will lead to a viable, achievable and timely research project, and outline of expected outcomes
- Presentation and clarity of communication

<table>
<thead>
<tr>
<th>Generic skills assessed in Assessment Task 3</th>
<th>Introductory</th>
<th>Developing</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>☐</td>
<td>☐</td>
<td>X</td>
</tr>
<tr>
<td>Communication</td>
<td>☐</td>
<td>☐</td>
<td>X</td>
</tr>
<tr>
<td>Organisation</td>
<td>☐</td>
<td>☐</td>
<td>X</td>
</tr>
</tbody>
</table>

7. What are the course activities?

7.1 Directed Study Hours

2-3 hour workshops delivered throughout the semester. Individual meetings with supervisor are expected weekly over the semester

7.2 Teaching Semester/Session(s) Offered

Sippy Downs: Semester 1
### 7.3 Course content

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
<th>Directed Study Activities</th>
<th>Independent Study Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to research design and theory, research questions and hypotheses</td>
<td>Workshop: Overall research proposal, research design, research theory, research questions and hypotheses Individual meeting with supervisor: organise meeting schedule, discuss project</td>
<td>Workshop notes Blackboard readings Text: Chapter 1</td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>2</td>
<td>Strategies to critique and review the literature</td>
<td>Meeting with supervisor: Show literature map for formative feedback Workshop: Steps in a literature review, writing strategies, journal article dissection, writing skills</td>
<td>Blackboard readings Text: Chapter 16-18 (and Creswell Chapter 2)</td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>3</td>
<td>Strategies to writing a literature review</td>
<td>Submit research critique to supervisor</td>
<td></td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>4</td>
<td>Strategies to writing a literature review</td>
<td>Feedback and discussion on critique</td>
<td></td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>6</td>
<td>Strategies to writing a literature review</td>
<td>Feedback on literature review, planning proposal</td>
<td></td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>7</td>
<td>Strategies to writing a literature review</td>
<td>Feedback on literature review, planning proposal</td>
<td></td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Literature review due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Developing a research proposal Quantitative research design Qualitative research designs.</td>
<td>Workshop: Overview of research proposal Quantitative research design and analysis. Qualitative analysis and evaluation</td>
<td>Blackboard readings</td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>10</td>
<td>Ethical considerations</td>
<td>Preparation of ethics application</td>
<td>Blackboard readings</td>
<td>Meet with supervisor</td>
</tr>
<tr>
<td>11</td>
<td>Preparing research proposal</td>
<td>Feedback on proposal</td>
<td>Meet with supervisor</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Brief presentation of research proposal</td>
<td>Group discussion</td>
<td>Meet with supervisor</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Research proposal due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

Required and Recommended Readings:

8.2 Specific Requirements
This is part of the embedded honours pathway and therefore you are required to meet with your supervisors on a regular basis.

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 on 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

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