



COURSE OUTLINE

NUT401 Nutrition and Dietetics Research and Evaluation

Course Coordinator: Fiona Pelly (fpelly@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

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

In this course, you will learn about research principles and concepts, qualitative and quantitative methodologies and ethical principles, and apply that knowledge to a specific research problem relevant to nutrition and dietetics. You will develop research and evaluation competencies as determined by Dietitians Australia.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop – Weeks 3 and 4 – 3hrs Monday, 3 hrs Tuesday, 3 hrs Thursday of both weeks - all students. Weeks 5, 7 and 10 – 3hrs Monday, 3 hrs Tuesday, 3 hrs Thursday . Students will enrol in one of these weeks to fit with the placement timetable.	3hrs	Week 3	Not Yet Determined
Placement – Students will also complete 2 weeks of research placement in one of the following groups – (Mid semester break and week 6) OR (Week 8 and 9) OR (Week 11 and 12).	60hrs	Not applicable	Not Yet Determined
Online – There will be online content that will require completion in each intensive block	2hrs	Throughout teaching period (refer to Format)	Not Yet Determined
Independent Study/Research – Group meetings with research mentor 3 to 4 times during the teaching period	1hr	Throughout teaching period (refer to Format)	4 times
Independent Study/Research – Intensive run over 5 weeks as per the Bachelor of Dietetics placement schedule.	80hrs	Refer to Format	Not Yet Determined

1.3. Course Topics

- Introduction to research design
- Reviewing and critiquing the literature
- Writing a literature review
- Developing a research proposal
- Research methodology – qualitative and quantitative methods
- Human ethics
- Research in practice

2. What level is this course?

400 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?

24 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 Critically and systematically review, analyse, consolidate and synthesise research literature.	Knowledgeable Creative and critical thinker Empowered
2 Design a research project plan applying appropriate research methods and ethical principles to provide a solution to a complex research problem.	Empowered Ethical
3 Demonstrate and apply research communication skills relevant to audience and practice.	Empowered Engaged
4 Apply knowledge of research design and methods to components of a research project	Engaged

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

NUT301 and NUT302 and NUT312 and PUB361 and enrolled in Program SC353 or SC302

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

ADR401 or RES401

5.4. 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 Grading (GRD)

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

6.2. Details of early feedback on progress

In the first week of this intensive course, your group will submit a search strategy for your topic, a literature map of your proposed review and data extraction for one relevant article published in a peer-review journal. This will no more than 3 pages in length. This task is formative and ungraded. This will help you to identify the skills needed to complete assessment task 1. Your group will be provided with feedback on your ability to plan out your literature review and apply critical thinking skills.

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	Literature Review (or component)	Group	40%	4000-7000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Group	30%	3000 words research proposal	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	30%	20 mins	Refer to Format	In Class

All - Assessment Task 1: Literature review

GOAL:	The goal of this assessment is to provide a foundation for your research proposal. You will apply your 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 research topic.	
PRODUCT:	Literature Review (or component)	
FORMAT:	You will be assigned a research group and topic at the beginning of the course. You will investigate the evidence using a systematic process to search credible research databases and critically review, analyse, consolidate and synthesis this literature to write a coherent well-structured literature review. In week 4, your group will submit a 4000-7000 word literature review (summative). You will present the literature review using the relevant research papers related to your research topic with referencing in Vancouver format, double spaced lines and include a title, introduction, background, critique of the evidence and conclusion.	
CRITERIA:	No.	Learning Outcome assessed
	1	Ability to review, analyse, consolidate and synthesise the literature applying a knowledge of research methods and paradigms to existing research
	2	Critical thinking and judgement in developing understanding of the topic and identifying directions for research
	3	Logical sequence, flow, structure and clarity to writing which is presented in an appropriate professional style

All - Assessment Task 2: Research proposal and ethics application

GOAL:	You will demonstrate your ability to create research aims and objectives that address a gap in the literature of a nutrition topic, identify and select appropriate research methods that align with the research aims and objectives, justify research design and apply an ethical process to research and evaluation.
PRODUCT:	Written Piece
FORMAT:	Using your research topic from task 1 you will work in a group to develop and produce a research proposal. You will draw from your literature review to provide a rationale for the research design. Your group will meet with your mentor (or the course coordinator) on a regular basis to discuss and seek feedback on your project design. This will be submitted in the week that aligns with your timetable (week 5,7, or 10)

CRITERIA:	No.	Learning Outcome assessed
	1	Critical reasoning regarding justification for the project that aligns with gaps in the current literature 2
	2	Definition of research aims and objectives and an understanding and application of research design concepts 2
	3	Selection of appropriate methods for collection, analysis and interpretation of qualitative and/or quantitative data (feasibility of the budget and time frame, understanding of ethical research principles and procedures and limitations to the study). 2

All - Assessment Task 3: Oral Defence

GOAL:	The goal of this assessment is to demonstrate your ability to share research and information to support sound decision making and disseminate research through effective communication. This assessment task enables you to communicate and reflect on the various research activities you undertook as part of this course.	
PRODUCT:	Oral	
FORMAT:	You will participate in an interactive oral interview. You are expected to answer questions that are based on the research project you have worked on during this course. The interview will be up to 30 minutes in duration. This will be conducted at the conclusion of the research activity placement (week 6, 9 or 12)	
CRITERIA:	No.	Learning Outcome assessed
	1	Describes the research activities including an outline of the specific tasks, with self-reflection on individual participation 3 4
	2	Demonstrates an understanding of the current evidence, the relationship to the research proposal including the aims and objectives, methodology and methods, expected outcomes and limitations 1 2
	3	Depth of understanding of the research process, including the relationship of the research activities to the research project 3 4

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.

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	Liamputtong, P.	2016	Research Methods in Health	Oxford University Press
Required	Creswell, J.W.	2017	Research design	Sage Publications Inc.

8.2. Specific requirements

You will be required to participate in two weeks of research activities that assist with your skills in applied research as it related to Nutrition and Dietetics. You will be assigned a research supervisor who will supervise and coordinate these activities.

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:

- 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 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.

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 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 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