



# NUTR13001 *Public Health Nutrition*

## Term 1 - 2018

Profile information current as at 07/05/2024 07:50 pm

All details in this unit profile for NUTR13001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit will develop student understanding of public health nutrition, which encompasses the biological, social and environmental dimensions of health in promoting and maintaining the nutritional health of populations. Nutritional issues facing population groups in Australia and the role of public health practitioners in promoting health and preventing disease will be considered. Frameworks, policies and legislation relating to nutrition and health promotion practice will be explored along with practical aspects of public health nutrition practice.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisite: BMED19006 or NUTR12002

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2018

- Distance
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical and Written Assessment**

Weighting: 70%

#### 2. **Group Work**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student formal evaluation

##### Feedback

Students appreciated the self-learning aspects of this unit but more lectures may be appreciated by students requiring additional support.

##### Recommendation

Additional lectures or tutorials will be provided in future terms of delivery.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Examine ecological issues of food supply and food policy.
2. Interpret government policy on nutrition guidelines, food standards and food regulation legislation.
3. Describe food consumption trends and nutrition related problems of at-risk Australian groups and communities.
4. Demonstrate understanding of public health nutrition concepts and how they relate to the health of our populations and communities.
5. Undertake research which illustrates systematic analysis of a current issue in public health nutrition.
6. Demonstrate skills in data collection, analysis and reporting of public health nutrition data.
7. Demonstrate skills in group education for public health nutrition promotion.

Per NPC1118

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Practical and Written Assessment - 70%	•	•	•	•	•	•	•
2 - Group Work - 30%	•	•	•	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication	•	•	•	•	•	•	•
2 - Problem Solving						•	•

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
3 - Critical Thinking	•	•	•	•	•	•	•
4 - Information Literacy	•	•	•		•	•	•
5 - Team Work	•	•	•	•	•		
6 - Information Technology Competence					•	•	•
7 - Cross Cultural Competence							•
8 - Ethical practice					•		•
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 70%	•	•	•	•	•	•	•	•		
2 - Group Work - 30%	•		•		•		•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

There are no set textbooks for this course.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Excel

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sue Williams** Unit Coordinator  
[s.p.williams@cqu.edu.au](mailto:s.p.williams@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction & Orientation to our unit		

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Principles & Policy in Public Health Nutrition Tutorial: Group work		

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Communities & Settings Tutorial: Community profiles		

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Community Needs Assessments Tutorial: Healthy Food Access Basket (HFAB) Surveys; Data collection, Data Entry and Data Files.		
		HFAB data collection to be completed

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
		HFAB data entry due

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Research Methods & Skills Tutorial: Data Analysis, Tables, Graphs & Community Mapping		

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Tutorial: Oral Presentations & Reporting		

### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Reflective Practice & Communication Tutorial: Logic Models		

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Written report of community problem analysis due: Friday 18th May, 5.00 PM

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Logic model from community needs assessment due: Friday 25th May, 5.00 PM
		<b>Group Work - Community needs assessment through photovoice workshop</b> Due: Week 11 Friday (25 May 2018) 5:00 pm AEST

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Online oral presentations will be scheduled this week

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Term Specific Information****Assessment Tasks****1 Practical and Written Assessment - Food access and affordability in our communities****Assessment Type**

Practical and Written Assessment

**Task Description**

You will conduct a problem analysis of your community in relation to food access and affordability, and develop (i) a written report and (ii) online oral presentation that discusses your results.

**To complete this task you will be required to:**

**1. Conduct a problem analysis of your community that includes:**

- **Research of previous food access and affordability studies** in communities across Australia and development of a table of your findings that will be included in final written report -see #2 below) (10 marks)
- **Development of a profile of your community** that includes socioeconomic and demographic characteristics and a community map that will be included in final written report (see #2 below) (10 marks)
- **Collecting food cost and availability data for your community** using the Healthy Food Access Basket (HFAB) survey (Formative)
- **Entering data from your community profile and HFAB surveys** into a shared group datasheet (Formative)
- **Conducting basic analysis of this group data** including comparisons between different communities

- included in our group (Formative)
- **Development of a written evidence-based report of your community problem analysis** that includes at least two (2) tables that support discussion of your results (using APA table format) and one (1) figure that supports details of your community profile (30 marks).

NOTE: your final report will be approximately 2000 words in length (+/- 10%) and include at least 10 references (not included in word count)

**2. Develop and deliver a 10 minute online oral presentation** (20 marks) to your peers to provide insight into your community's food access and affordability issues. Peer review will contribute 50% of marks allocated to this component.

### Assessment Due Date

Written report due: 5.00 PM Friday 18th May (AEST); Oral presentation due for presentation to our class group in week 12 (exact day and time will be established in consultation with enrolled students)

### Return Date to Students

Review/Exam Week Monday (4 June 2018)

### Weighting

70%

### Minimum mark or grade

You are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the unit.

### Assessment Criteria

Detailed marking criteria will be available in the unit Assessment Guide that will be available in the Assessment Resources tab in Moodle. These criteria will be based on:

Written report:

- Quality of writing
- Competence in addressing all aspects of the tasks
- Formulation of arguments, critical analysis, interpretation and explanation
- Relevance of discussion
- Accuracy in use of supporting evidence
- Organisation of report

Oral presentation:

- Background information
- Confidence and competence in delivery of presentation
- Clarity and flow of presentation
- Body language during presentation
- Content and organisation of slides
- Engagement during presentation

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Examine ecological issues of food supply and food policy.
- Interpret government policy on nutrition guidelines, food standards and food regulation legislation.
- Describe food consumption trends and nutrition related problems of at-risk Australian groups and communities.
- Demonstrate understanding of public health nutrition concepts and how they relate to the health of our populations and communities.
- Undertake research which illustrates systematic analysis of a current issue in public health nutrition.
- Demonstrate skills in data collection, analysis and reporting of public health nutrition data.
- Demonstrate skills in group education for public health nutrition promotion.

### Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Group Work - Community needs assessment through photovoice workshop

### Assessment Type

Group Work

### Task Description

You will participate in two (2) online workshops to explore and document community specific factors that may be helping or hindering your community to make healthy food choices, and develop a logic model for a proposed intervention that relates to workshop outcomes. This task includes two (2) components:

1. **Photovoice workshops (20 marks)** - to complete this component you will be required to:

- Collect a photographic image or artefact that you personally consider to best represent a factor that helps or hinders you or your community to make healthy food choices;
- Submit this image/artefact to the group workshop space (in Moodle)
- Attend an initial online workshop (between week 4 and 6) where images/artefacts will be explored and discussed in small groups (4-5 students). NOTE: Key outcomes from each group workshop will be collated by the unit coordinator and all images/artefacts and main ideas will be shared with the larger group via our group workshop space in Moodle.
- Attend a second online workshop (between week 7 and 9) where key strategies to help overcome barriers and/or promote healthy food choices in your community, will be identified by the group.

2. **Logic model development (10 marks)** - to complete this component you will be required to:

- Interpret the results of the photovoice workshops as they apply to your own community context, and
- Develop a logic model for a planned intervention for your community.
- This logic model will be submitted to our group workshop space in Moodle so that all students may contribute comment and discussion of your model.
- This logic model will also be submitted for marking and comment from the unit coordinator. Students are not expected to peer review or 'mark' this task.

NOTE: exact days and times for each of the online workshops will be established following consultation with all enrolled students during weeks 1 and 2.

### Assessment Due Date

Week 11 Friday (25 May 2018) 5:00 pm AEST

### Return Date to Students

Week 12 Friday (1 June 2018)

### Weighting

30%

### Assessment Criteria

Detailed marking criteria will be available in the unit Assessment Guide that will be available in the Assessment Resources tab in Moodle.

For the photovoice workshops marks will be allocated for attendance (5 marks each workshop) and contributions (5 marks each workshop).

For the logic model, marks will be allocated for completeness, presentation, relevance, clarity and quality of display.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Examine ecological issues of food supply and food policy.
- Interpret government policy on nutrition guidelines, food standards and food regulation legislation.
- Describe food consumption trends and nutrition related problems of at-risk Australian groups and communities.



- Demonstrate understanding of public health nutrition concepts and how they relate to the health of our populations and communities.
- Demonstrate skills in data collection, analysis and reporting of public health nutrition data.
- Demonstrate skills in group education for public health nutrition promotion.

#### **Graduate Attributes**

- Communication
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

#### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

#### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

#### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

#### **What can you do to act with integrity?**

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem