Unit Outline 2013
Faculty of Health

Nutrition Society and Health
8259
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*  

b) *(scroll to bottom of page)*  

c) Any additional information specified in section 6h.

# 1: General Information

1a Unit title: Nutrition, Society and Health

1b Unit number: 8259

1c Teaching Period and year offered: Semester 2

1d Credit point value: 3

1e Unit level: 3

1f Name of Unit Convener and contact details

Gabrielle O’Kane
Room: 1C128
Phone: (02) 6201 2745
Email: Gabrielle.OKane@canberra.edu.au

Lecturer:
Dr Fiona Lithander
[Fiona.Lithander@canberra.edu.au](mailto:Fiona.Lithander@canberra.edu.au)

Tutors:
Jane Kellett
[Jane.Kellett@canberra.edu.au](mailto:Jane.Kellett@canberra.edu.au)
Tutorial 1: 11.30am-1.30pm

Katherine Paterson
[Katherine.Paterson@canberra.edu.au](mailto:Katherine.Paterson@canberra.edu.au)
Tutorial 2: 2.30-4.30pm

David Meere
[David.Meere@canberra.edu.au](mailto:David.Meere@canberra.edu.au)
Tutorial 3: 4.30-6.30pm
1g Administrative contact details

Jo Ubels
Room 1C127
Phone: 02 6201 2477
Email: Jo.Ubels@canberra.edu.au

2: Academic Content

2a Unit description and learning outcomes

This unit explores the factors influencing food habits and food choice in different populations, including attitudes to food and health, religion, culture and the environment. The social, economic, political and ecological influences on food supply and food policy, food consumption trends and food and nutrition monitoring and surveillance will also be examined.

At the completion of this unit students will be able to:

1. describe the history and future of food use in Australia and across the globe;
2. discuss the sociological factors, such as culture, religion, socio-economic status, affecting food intake of individuals, groups, communities and populations;
3. outline the factors affecting attitudes to food and health;
4. analyse the role the environment plays in lifestyle development across the lifecycle;
5. compare and contrast basic food consumption trends in Australia with trends in other countries;
6. describe the food habits of ethnic sub-groups (including the Australian indigenous population);
7. evaluate the impact of changes to traditional food habits on health outcomes; and
8. analyse the influences of food policy, food marketing, food technology, politics, economics, ecology and agriculture on the food system.

2b Generic skills

The generic skills and attributes that will be developed in this unit are:

1. Communication
   The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries

2. Analysis and inquiry
   The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way

3. Problem solving
   The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions
4. Working independently and with others
The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively

These skills will be developed through class activities, presentations, group work and written assessment tasks.

2c Prerequisites and/or co-requisites
Nil

3: Delivery of Unit and Timetable

3a Delivery mode
This unit will be delivered in traditional mode: that is face-to-face on-campus over 14 weeks with a weekly one hour lecture, and a weekly two hour tutorial. At times, students may be required to complete work independently in place of face-to-face classes. Instructions will be provided via Moodle. The classes will be combined with students from 6476, Nutrition, Society and Health G.

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics (Information might be provided in the form of a table)

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Tuesday 1.30-2.30pm (6C35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial:</td>
<td>Wednesday: 11.30am-1.30pm (12A03, weeks 1-2, 5-7, 9-14); (7A45 weeks 3-4) or Wednesday: 2.30am-4.30pm (12A03, weeks 1-2, 5-7, 9-14); (7A45 weeks 3-4) or Wednesday: 4.30am-6.30pm (12A03, weeks 1-2, 5-7, 9-14); (7A45 weeks 3-4) or Thursday: 8.30-10.30am (5A42, weeks 1-2, 5-7, 9-14); (11A40 weeks 3-4).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lectures and Tutorials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12-16Aug</td>
<td>An introduction to the sociology of food and nutrition;</td>
<td>Assignment 1: Topic allocations for annotated bibliography in tutorials</td>
</tr>
<tr>
<td>2</td>
<td>19-23Aug</td>
<td>History of food</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>26-30Aug</td>
<td>Factors influencing food choice, attitudes to food and health, and health outcomes: culture, ethnicity and religion</td>
<td>Laboratory tutorial</td>
</tr>
<tr>
<td>4</td>
<td>2-6 Sept</td>
<td>Food and nutrition monitoring and surveillance; Food consumption trends and comparisons with other countries</td>
<td>Laboratory tutorial</td>
</tr>
<tr>
<td>5</td>
<td>9-13 Sept</td>
<td>Factors affecting food and nutrition: a sociological perspective on vegetarianism</td>
<td>Assignment 2: Topic allocations for debates in tutorials</td>
</tr>
</tbody>
</table>
Factors affecting food and health: social determinants of obesity

Factors influencing food choice and attitudes to food and health: gender, food and body image

CLASS FREE PERIOD

In-class exam on material covered in weeks 1-7

The Australian and global food system – the inequities

Issues associated with food supply: ecological and technological

Influence of food marketing on food distribution and consumption

Food policy development and the impact on food supply and consumption

Revision

Assignment 1: Due, Friday 20th September at 5pm

Make note of this exam date in your diaries

Assignment 2: Debate topics 1 and 2 presented in class during tutorials. Individual summary due on the day of the debate.

Assignment 2: Debate topics 3 & 4 presented in class during tutorials. Individual summary due day of debate.

Examination period: 18th November – 6th December 2013

4: Unit Resources

4a Lists of required texts/readings

Teaching in this unit will centre on the prescribed textbook and lectures and tutorials will expand on the unit material in the text. However, given the broad topics covered in this unit, there is need for further reading beyond the textbook. Extra readings will be available on e-reserve through Moodle. The University of Canberra library can assist with your access to e-reserve, if necessary. Students will be expected to have familiarised themselves with the topics in the text or in the readings prior to the lecture and tutorials for the week. In addition, guest lecturers will deepen students’ understanding of some of the topics. Tutorial information and readings will also be available on the unit website. PDF files of lectures will also be made available on the unit website.

Texts (available from Co-op Bookstore):


**Useful audiovisual materials**

- Food Wars (Video recording). A film by Mario Desmarais. Call Number HD9000.5.F663_2002
- The Price We Pay (Video recording). Hindmarsh, SA. ABC TV. Call Number HF5469.S87_2003
- Can GM food save the world? (Video recording). SBS.Call Number S494.5.G44.C36_2009.dvd

Students who are new to the University or unfamiliar with the University Library resources and services, are recommended to enrol in the student tours and other service familiarisation courses.

**Using websites:** Remember - you must clearly reference material used from websites, AND, you must consider whether the information source is credible - peer reviewed journals do this for you - other sources, books, websites etc you have to be able to argue for the appropriateness of the source, for your purpose.


For Unit readings and resources in the University of Canberra Library

**4b Materials and equipment**

**4c Unit website**

5: Assessment

5a Assessment overview

<table>
<thead>
<tr>
<th>Assessment item (including exams held in the exam period)</th>
<th>Due date of assignments</th>
<th>Weighting (total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Annotated bibliography of 5 journal articles</td>
<td>Friday, 20th September at 5pm</td>
<td>20%</td>
<td>1, 2, 3, 4, 7</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Assignment 2: Debate and reflection</td>
<td>Weeks 11 or 12 depending on group (see timetable) (Debate during tutorial with individual summary and references handed in at that time)</td>
<td>30%</td>
<td>2, 4, 7</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Examination – 1: Intra-semester examination</td>
<td>Week 9-conducted in the lecture time</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>Examination – 2: Final Examination</td>
<td>During the exam period</td>
<td>30%</td>
<td>5, 6, 7</td>
<td>1, 4, 5</td>
</tr>
</tbody>
</table>

5b Details of each assessment item

For this assessment tasks you will examine 1 of the following topics.

- Topic 1: Vegetarianism
- Topic 2: Religion and food choice
- Group 3: Gender and food choice
- Group 4: Culture and food choice
- Group 5: Sustainable consumption
- Group 6: Changes in food technology and food choice
- Group 7: Food marketing
- Group 8: Food policy

Assessment task 1a: Annotated bibliography of 5 journal articles

Due Date: Friday, 20th September at 5pm

Weighting: 20%

Length: 750-875 words (not including reference lists)
**Rationale**

The aim of this task is for you to develop skills in independent learning, which requires you to obtain, synthesise and organise information about your allocated topic. It will also provide you with practice in written communication and further develop your research skills, which are all essential skills for nutritionists.

**Instructions**

To fulfil the requirements of the assignment, you will need to source five peer-reviewed journal articles that relate to the topic that you are allocated in tutorial one. You should first familiarise yourself with the topic by reading the relevant chapter in the text book or other books and articles available through e-reserve or the library. You will be using a sociological lens for this assessment task, rather than a nutritional science one. For example, if investigating ‘vegetarianism’, you will be searching for peer-reviewed journal articles that expose reasons other than purely nutritional health reasons for people choosing a vegetarian diet, such as concerns for animal welfare. After you find the articles, read them, and then summarise the key details of the paper and evaluate its quality and relevance. Each annotation should be between 150 - 175 words, with the entire assignment totalling no more than 750 - 875 words (not including the reference lists which will be 1 additional page).

For ideas on the purpose and requirements of an annotated bibliography, with an example, see [http://www.canberra.edu.au/studyskills/writing/bibliography](http://www.canberra.edu.au/studyskills/writing/bibliography)

What should be included in the submitted assignment?

1. An annotated bibliography summarising five journal articles and a reference list
2. A copy of each abstract – combine all five abstracts into one document before upload to moodle.

**Marking criteria**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the sources:</td>
<td>4</td>
<td>Journal articles chosen are of high quality and contribute effectively to an analysis of the topic</td>
</tr>
<tr>
<td>All key aspects of each journal article included in each summary:</td>
<td>5</td>
<td>An accurate and complete presentation of the key aspects of the chosen journal articles is included</td>
</tr>
<tr>
<td>Analysis and clarity of the summaries:</td>
<td>6</td>
<td>Analysis of each article is clear and succinct demonstrating depth of understanding of each article</td>
</tr>
<tr>
<td>Presentation of written work:</td>
<td>3</td>
<td>Summaries are clear and concise. Spelling, punctuation and grammar is correct</td>
</tr>
<tr>
<td>Referencing in-text and list:</td>
<td>2</td>
<td>Correct and consistent use of Vancouver referencing style</td>
</tr>
</tbody>
</table>
Assessment 2: The Great Debate

For this assessment task you will examine 1 topic

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Westerners eating a predominantly plant-based diet will ensure individual and planetary health.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2</td>
<td>Regulation of the food industry is the key to solving the obesity epidemic.</td>
</tr>
<tr>
<td>Topic 3</td>
<td>The media is responsible for Western women feeling the pressure to be thin.</td>
</tr>
<tr>
<td>Topic 4</td>
<td>The current global food system only benefits the multinational food companies.</td>
</tr>
</tbody>
</table>

**Due Date:** The debates will occur in tutorial times as timetabled.

**Weighting:** 30%

**Part 1: Length of written summary:** approximately 500-750 words (not including reference list)

**Part 2: Oral presentation length:** 5 minutes. After the debate is concluded there will be a general class discussion about the arguments for the topic.

**Rationale**

Forming opinions about food sociological issues requires reading, processing and analysing the available scientific evidence. This assignment allows you the opportunity to explore a controversial nutritional issue, formulate your opinion, based on sound scientific research, develop a sound argument, present it to the class, and reflect on the counter-arguments presented and how it affects your learning. This assessment item also provides an opportunity for students to practise their skills in oral communication, problem solving and working effectively as a team, which are important course and graduate attributes, and also to practice reflective learning, which is an important skill for lifelong learning.

**Instructions**

During tutorials in the second half of the semester, you will participate in a team debate with other members of your group. Teams will be organised in week 5 of the teaching period and you will be allocated into either affirmative or negative team for Topic 1, 2, 3 or 4. The focus of the assignment is for you to demonstrate an understanding of the social, cultural, economical and political implications of your designated topic. There are some good books in the library to help you with how to debate. There will be some time in tutorial groups to get together with your team for practice, but you will need to spend time in preparation, individually.

**Marks for this assignment are individual, with no group marks allocated.** In spite of this assessment task being a group activity, a two page summary of your component of the debate with reference list (approximately 500-750 words excluding references) must be handed in to your tutor before the debate commences. This will be a summary of your main arguments. If you are the third speaker, you will need to summarise the main points provided by the other two speakers on your team, but it is still your own separate piece of work that you submit.
### Marking Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral presentation</strong></td>
<td>5</td>
<td>Knowledge is accurate and relevant to the topic</td>
</tr>
<tr>
<td>Knowledge of topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Definitions of key terms, where appropriate (first speaker); structure of argument; use of rebuttal where appropriate (second and third speakers)</strong></td>
<td>5</td>
<td>A clear, well structured argument, with concise definitions of key terms presented, for first speaker and rebuttal is relevant for second and third speakers.</td>
</tr>
<tr>
<td><strong>Presentation: Use of notes; voice modulation; eye contact and stance; entertainment</strong></td>
<td>5</td>
<td>Minimal use of notes: voice is clear and well-projected to the back of the room; eye contact is maintained with the audience; stance is directed towards audience; interesting and engaging presentation</td>
</tr>
<tr>
<td><strong>Written Presentation</strong></td>
<td>10</td>
<td>Clear, concise and accurate written summary; evidence of the use of relevant scholarly literature; formatting is uncluttered.</td>
</tr>
<tr>
<td>Knowledge of the topic; use of evidence; presentation of debate summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referencing in-text and list</strong></td>
<td>5</td>
<td>At least five relevant scholarly references are used to support the presented arguments; correct and consistent use of referencing style (Vancouver)</td>
</tr>
</tbody>
</table>

Please note that all submitted assignments must include the Faculty of Health Cover Sheet and signed declaration of originality.

### Examinations

#### Examination 1: intra-semester examination

**Due Date:** Tuesday 8th October – during lecture time  
**Weighting:** 20%  
**Length:** 40 minutes

**Rationale**

The purpose of this examination is to determine whether you have understood the theory delivered in the first seven weeks of the unit. Students are encouraged to refer to the weekly learning outcomes in their lecture notes to prepare for the examination.

**Instructions**

The examination will be a closed book examination and will consist of multiple choice questions. To prepare for this examination you should review class notes, readings and activities. The content of the exam will cover learning objectives 1,2,3 and 4 listed above.

Unannotated dictionaries are permitted in the examination.
**Examination 2: final examination**

**Due Date:** TBA – during formal examination period  
**Weighting:** 30%  
**Length:** 1.5 hours  

**Rationale**

The purpose of this examination is to determine whether you have understood the theory delivered in weeks 10 to 13 inclusive, of this unit. Students are encouraged to refer to the weekly learning outcomes in their lecture notes to prepare for the examination.

**Instructions**

The examination will be a closed book examination and will consist of:  
Section 1: 30 multiple choice questions and  
Section 2: 1 essay question.

To prepare for this examination you should review class notes, readings and activities. The content of the exam will cover learning objectives 5, 6 and 7 listed above.

Unannotated dictionaries are permitted in the examination.

5c **Special assessment requirements**

The assessment for this unit is based on a combination of continuing assessment (50%) and examinations (50%).

To pass the unit, students must attain at least 50% of the total possible marks.

**Penalties for late submission of assessed work**

If you miss your debate without acceptable reason, you will receive no marks for this component. If you are unable to attend and present on the day of the debate due to illness (or other extenuating circumstances), you should submit your written task to the unit convener on the day of the assessment, and an alternate time for you to present your debate speech will be organised. If you are not present for the intra-semester exam, an alternative assessment item will be offered. For other assessment items, marks will be deducted at the rate of 5% of the value of the assessment item per day overdue.

**Extensions**

Given that you will be working in a team for the debate, the schedule for the debates needs to be adhered to. Please let the unit convener and your team members know well in advance, if there is a problem with being involved in the debate at your required time, and you may be reallocated to another topic. For other assessment items, requests for extensions based on a good reason such as medical certificate or evidence from a student counsellor should be provided to the unit convener prior to the due date of the assessment via email.

5d **Supplementary assessment**

Refer to the UC [SUPPLEMENTARY ASSESSMENT POLICY](#).

5e **Academic Integrity**
Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values.

The Academic Skills Centre provides opportunities to enhance student understanding of academic integrity.

5f  Text-matching software

Plagiarism can be detected through a range of methods such as staff familiarity with the subject area and random searchers on the Google search engine using key phrases from student work. To help you understand more fully how to correctly reference your work, the Academic Integrity Module (AIM) teaches you how to refer to sources ethically and appropriately in the context of this discipline. This is essential knowledge for success at university. It is not a requirement of the unit, but a self-directed learning opportunity.

To access the AIM site, go to http://learnonline.canberra.edu.au/course/view.php?id=2061 or click on the link to the Academic Integrity Module (AIM) on the unit Moodle site. Work through the module and tackle the self-test questions as you go.

Then, go to the AIM quiz on the unit Moodle site. You need to reach a score of at least 10/12 in order to pass the AIM module.

6:  Student Responsibility

6a  Workload
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b  Special needs
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility as soon as possible so the necessary arrangements can be made.

6c  Participation requirements
Students are expected to contribute and participate in their own learning by interaction with each other and the lecturer discussing the topic of the lecture. Most tutorials will be conducted in a workshop manner. Students are expected to attend tutorials as these provide the opportunity to apply the knowledge gained from the lectures and texts. In addition these tutorials will provide information and preparation for assessment activities.

Students are strongly encouraged to attend timetabled tutorials.
Note: If you arrive at class after the tutor, it is your responsibility to ensure that you are included in the attendance record AT THE TIME.

6d  Withdrawal

If you are planning to withdraw please discuss with your unit convener. Please see Withdrawal of Units for further information on deadlines.

6e  Required IT skills

No specialist IT skills are required. Students are expected to submit typed assignments unless there are extenuating circumstances.

6f  In-Unit Costs

(Note: To calculate your unit fees see: How do I calculate my fees?. The online UC Co-op Textbook Search is available for purchasing text books.)

Textbook requirements as outlined in section 4a.

6g  Work placements, internships or practicums

This unit does not have a work integrated component to it.

6h  Additional information

The Health Resource Centre (HLRC) is located in 12C24. It is a facility designed to enhance the learning and university experience for health students with particular emphasis on students in their first year. A drop-in service of students helping students is also available. Visit the HLRC coordinator for more details.

Referencing

You must indicate in any written work the exact source of your information. This is done by referencing using the Vancouver referencing style.


Submitting assignments

It is recommended that student number and student name be included in the header or footer of every page of any assignment. Assignments will be submitted into the Moodle drop box or, for the debate summary, given directly to your tutor in class.

All assignments should be accompanied by a completed assignment cover sheet, which can be found on the Moodle site, which includes:

- Student name and student number
- Unit code and unit name
- Unit convenor
- Assessment title
- Due date
- Date of submission
- Faculty of Health coversheet and signed declaration of originality should be attached to written
work prior to submission.

It is your responsibility to retain a copy of all materials submitted for assignments. All assignments are expected to be of professional standard (no handwritten assignments).

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire. The feedback from last year suggested that only one hour lectures would be preferable, so this is a change for this year.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.