Unit Outline 2011
Faculty of Health

Community and Public Health Nutrition PG
8249
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)](http://www.canberra.edu.au/student-services)

b) *UC Guide to Student Services*, and is available at [(scroll to bottom of page)](http://www.canberra.edu.au/student-services)

c) Any additional information specified in section 6h.

## 1: General Information

1a **Unit title**: Community and Public Health Nutrition PG

1b **Unit number**: 8249

1c **Teaching period and year offered**: Semester 1, 2011

1d **Credit point value**: 3

1e **Unit level**: PG

1f **Name of Unit Convener and contact details (including telephone and email)**

Ruth Kharis  
Room 12D36  
Ph: (02) 6201 2707  
Email: Ruth.Kharis@canberra.edu.au

1g **Administrative contact details (including name, location, telephone and email)**

Tanya McGill  
Faculty of Health  
Room 12D34  
Ph: (02) 6201 2796  
Email: Tanya.McGill@canberra.edu.au
2: Academic Content

2a Unit description and learning outcomes

This unit provides an introduction to public health nutrition and considers the settings and roles of public health nutritionists. It covers the theory of behaviour change and a range of strategies to achieve change, improve health and reduce diet-related disease at the population and community level. It explores nutrition policy and the efficacy of interventions and strategies used in the community and public health sector to address nutrition-related issues. This unit prepares students for working in a community environment, health promotion or public health setting. The processes involved in planning, implementing and evaluating nutrition-related health promotion projects are considered. Students then translate this theory into an applied practical group project developing a nutrition intervention/promotion project with accompanying resources that focuses on at risk groups in the Australian community.

On completion of this unit, a student will be able to:

1. Evaluate the influences on the development and implementation of nutrition policy in Australia and abroad.
2. Conduct a needs assessment for a proposed community or public health nutrition health promotion program;
3. Develop a community or public health nutrition program using evidence based planning, implementation and evaluation methods.

2b Generic skills

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

1. Communication – both oral and written communication
2. Working with others, requiring students to take responsibility for carrying out agreed tasks, exercising initiative and demonstrating leadership and respecting the rights of others irrespective of their cultural background, race or gender.
3. Social responsibility, particularly by working towards improvement in society and providing service to the community.
4. Lifelong learning, showing a capacity to be independent, self-directed learners, show an ability to critically assess personal performance and understanding how to apply knowledge to different contexts.

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

2c Prerequisites and/or co-requisites

Permission of unit/course convener.

3: Delivery of Unit and Timetable

3a Delivery mode
This unit is delivered in traditional mode, that is, on campus with 4 contact hours per week, including lectures and tutorials. Readings will be available in advance on E-reserve. Students are expected to complete readings prior to tutorials.

**Lectures**
A copy of key overheads used in the lectures can be downloaded from Moodle. See [http://learnonline.canberra.edu.au/](http://learnonline.canberra.edu.au/)

Lectures present a summary only, further reading and completion of the tutorial activities is essential. Lectures will be recorded for this unit.

**Tutorials**
Tutorial readings will be available on E-reserve.

**Moodle**
Moodle will be used for posting the lecture notes and for brief communications. A student guide to Moodle is found at [http://learnonline.canberra.edu.au/](http://learnonline.canberra.edu.au/)

3b **Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics**

**Lectures: Monday 15.30-17.30 located in 6C35**
**Tutorials: Tuesday 12.30-14.30 located in 12A3 or Thursday 12.30-14.30 located in 12A3**

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1    | • Introduction to Public Health  
    | • Principles of primary health care/health promotion |
| 2    | • Introduction to Public Health Nutrition (PHN) – key priorities for action (national and international)  
    | • Building PHN policy and advocacy (national and international) |
| 3    | • Key settings and roles for public health nutritionists, community health nutritionists/dietitians  
    | • Visit to health professional mentors |
| 4    | • Health promotion program management: planning processes, setting objectives |
| 5    | • Health promotion program management: needs assessments, use of focus groups in health promotion |
| 6    | **Canberra Day – no lecture.**  
    | • Tutorial class time used to visit health professional mentors |
| 7    | • Health and human behaviours - use of theory in health promotion |
| 8    | Class free period |
| 9    | • Communication, health education and group health promotion strategies  
<pre><code>| • Tutorial on – Indigenous health issues and other disadvantaged groups |
</code></pre>
<p>| 10   | • Health promotion program management: strategies for implementation (media, social |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th April</td>
<td>marketing, community development, environmental approaches</td>
</tr>
<tr>
<td>11 April</td>
<td>• Health promotion program management: evaluation and dissemination</td>
</tr>
<tr>
<td>18th April</td>
<td>Easter Monday 25 April – no lecture</td>
</tr>
<tr>
<td></td>
<td>• Anzac Day Public Holiday 26 April – no tutorials this week</td>
</tr>
<tr>
<td>12 April</td>
<td>• Self directed – work on major project</td>
</tr>
<tr>
<td>25th April</td>
<td>Easter Monday 25 April – no lecture</td>
</tr>
<tr>
<td>13 May</td>
<td>• Evidence-based research in Public Health</td>
</tr>
<tr>
<td>2nd May</td>
<td>• Working in multi-disciplinary teams and across sectors</td>
</tr>
<tr>
<td>14 May</td>
<td>• Presentation of projects</td>
</tr>
</tbody>
</table>

Examination period 18 May – 3 June

4: Unit Resources

4a Lists of required texts/readings

Textbook


Highly Recommended: (available from the Co-op Bookstore)


Other Resources:


This website has information on program planning and useful publications.

**4b Materials and equipment**

None

**4c Unit website**

If you are unfamiliar with the use of Moodle, go to the student guide at [http://learnonline.canberra.edu.au/](http://learnonline.canberra.edu.au/)
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>Addresses generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Week 5, Friday, 11th March 2011 at 4.30pm</td>
<td>20</td>
<td>1</td>
<td>1, 3 &amp; 4</td>
</tr>
<tr>
<td>Needs assessment</td>
<td>Week 9, Friday, 8th April 2011 at 4.30pm</td>
<td>Individual mark 20% Group mark 10%</td>
<td>2 &amp; 3</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>Nutrition Health Promotion or Public Health Program</td>
<td>Written and reflective practice reports due Week 14, Monday, 9th May 2011 at 4.30pm. Presentation in class.</td>
<td>Individual mark 20% Group mark 30%</td>
<td>2, 3 &amp; 4</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
</tbody>
</table>

5b **Details of each assessment item**

**Essay**  
Food and nutrition policy

**Value:** 20%  
**Due:** Week 5 – Friday, 11th March 2011, 4.30pm  
**Word Limit:** 1500–2000 words

**Rationale:** This assessment item has been designed to provide you with an opportunity to develop an understanding of the history of food and nutrition policy both globally and nationally and to consider the factors that impact on the effective implementation and evaluation of such policies. This task allows some flexibility in focussing more on international, national, state or local food and nutrition policies, depending on your areas of interest.

**Instructions:** Coveney (2003) comments that if we want to better understand the relationship between food policy and public health, ‘we would do well to focus less on food policies per se and more on the politics of food’.

Evaluate Coveney’s statement through an examination of the history of food and nutrition policy globally, including Australia, giving consideration to the barriers to food and nutrition policy development and implementation. Finally, identify effective solutions to these barriers to enable more effective food and nutrition policy development and implementation.

You may choose to focus on international, national or local government food and nutrition policy in this essay, depending on your future career aspirations to work within these different levels of government.

### Marking Criteria for essay

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Gradations of quality</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Below Average</td>
<td>Average</td>
</tr>
<tr>
<td>Introduction clearly provides the focus and context; well-balanced with all aspects of the essay covered; conclusions are consistent with the main body of the essay.</td>
<td></td>
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</tr>
<tr>
<td><strong>Analysis</strong></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>The essay demonstrates a thorough analysis of the topic through a synthesis of scholarly references.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Fluent writing style with seamless connections between each aspect of the essay; clear expression, grammar and spelling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referencing</strong></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Consistent use of the APA referencing style or other similar style.</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

### Needs Assessment

**Value:** 30% (Individual 20%; Group 10%)

**Due:** Week 9 – Friday, 8th April 2011, 4.30pm

**Word limit:** Approximately 2500 words overall

**Rationale:** Most health promotion projects start with an assessment of needs, which may also be called community diagnosis or problem definition. Without an assessment of need within a community, public health may become reactive to health problems as they occur rather than planning for and creating health in a community (Baum 2008, p. 203). Hence, a critical aspect of learning the principles and practices of health promotion program planning is to be able to undertake a needs assessment.
Purpose: This assessment item will enable you to:

- assess the need and capacity for a particular health promotion program to address a nutrition health problem in a community
- simulate a needs assessment process for a nutrition health promotion program
- develop negotiating and team skills to successfully work in small groups; and
- develop skills in liaising with health professionals.

Instructions:

You will be working in the same small group of 3 students for this assessment item and for your third assessment item, a nutrition health promotion program. If there are groups with more or less than 3 students, alterations to how tasks are allocated will be arranged by the unit convenor in consultation with the groups. The simulated needs assessment that you conduct is linked to the nutrition community health promotion project that you plan in your third assessment item.

You will be linked to a health professional from a government department, a Non Government Organisation or a community organisation, who will act as your group mentor. ‘The mentor is a role model who promotes independence ...and encourages the mentee’ (Palermo 2010). ‘The mentor motivates mentees to take necessary risks, to make decisions without certainty of successful results, and to overcome difficulties in the journey toward educational and career goals’ (Cohen 1995). The mentor will be guided by what you need from the mentoring relationship. Successful mentoring requires mutual agreement on what can be provided. However, a mentor is not a supervisor. A supervisor is responsible for the trainee’s work activities, work quality, productivity and learning (UNSW 2001). The nutrition health promotion or public health project that you plan will be decided in consultation with the unit convenor and your mentor. You will be expected to meet with your mentor at least twice in the semester and the mentor will be invited to the project presentations at the end of the semester.

Your needs assessment should answer the following questions as fully as possible, so use these questions as a guide (Ref: Penchon, Guest, Melzer & Gray 2001; Hawe, P 1990).

- **What is the problem?** Identify the health problem to be addressed in the defined population.
- **What is the size and nature of the problem?** Refer to various sources of secondary data
- **What are the current services?** Identify existing services and interventions and establish their effectiveness.
- **Consult professionals and other stakeholders**
- **What are the needs of your population group?** Consult with community.
- **What are the factors associated with or contributing to the health problem?** Secondary and primary data can be used.
- **Identify interventions by reviewing the literature.** Find and appraise.
- **What are the resource implications?** Choose between competing ways of meeting needs and decide on competing priorities – resources are always limited. Justify your decisions.
- **What are the recommendations and priorities for action?**
You are not expected to carry out all aspects of this needs assessment within an actual population group. You will be able to source secondary data (e.g. Government bodies, NGOs etc), do a brief literature review of interventions and consult with professionals and other stakeholders. However, you are not required to run a focus group or conduct interviews with a community group. Instead, you should provide the details of how you would conduct such activities, with the questions you might ask.

You will need to divide up all tasks required of a needs assessment amongst your group. Each student must identify which part of the needs assessment they managed, so that individual marks can be allocated for that component. The way in which you allocate the tasks is up to you. The whole group will receive a mark based on the overall report, which contains clear priorities and recommendations for implementation of a nutrition health promotion program and has answered the questions posed above.

The suggested format for the report will include:

* an introduction;
* background to the health issue (from the secondary data analysis);
* the literature review focussed on current interventions;
* plans for primary data collection;
* recommendations for the nutrition health promotion program.

**Marking criteria for needs assessment:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Gradations of quality</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
</tr>
<tr>
<td><strong>Student 1</strong></td>
<td><strong>Examination of secondary data</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Style and referencing</strong></td>
</tr>
<tr>
<td><strong>Student 2</strong></td>
<td><strong>Plans for primary data – consultation with community and professionals/stakeholders</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Style and referencing</strong></td>
</tr>
</tbody>
</table>
### Planning and developing a nutrition health promotion or public health program

**Value:** 50% of overall assessment  
Part a: Written report – 25% of overall assessment (all group assessment)  
Part b: Oral presentation – 10% of overall assessment (Individual 5%; Group 5%)  
Part c: Reflective practice report – 5% (all individual assessment)  
Part d: Peer assessment – 10% (all individual assessment)

**Due:** Week 14 – Written and reflective practice report due Monday, 9th May 2011, 4:30 pm.  
Week 14 – Presentations in class

**Word limit:** 2500 – 3500 words (not including reflections).  
Individual reflective practice reports 500-1000 words.

**Rationale:** A major component of working as a dietitian, a health promotion officer or a nutritionist, in either a community health setting or a public health setting, is the development of appropriate health promotion or public health programs to influence changes in health.
outcomes. This project plan builds on the needs assessment that you submitted earlier this semester.

**Purpose:** This assessment item will enable you to:

- translate theory about developing and evaluating nutrition intervention programs into practice;
- develop appropriate intervention strategies to address nutrition-related health problems in a community;
- assess options to manage and evaluate nutrition health promotion programs;
- develop negotiating and team skills to successfully work in small groups; and
- develop reflective practice skills.

**Instructions:**

You will work in your same group of 3 students, as for the needs assessment task. Each group will be assigned a project in consultation with the unit convenor and a health professional, who will be your mentor. This project is most likely to be a simulated project, but there may be projects that will be implemented in practice, or ones that are currently being implemented requiring evaluation. Some class time will be allocated to work on the assignment. However, you will also need to organise additional meetings or communication opportunities outside class time.

**Requirements:**

- Develop a plan for either a community nutrition health promotion activity or a public health nutrition program that may be suitable for implementation at the national level.
- Present your implementation strategies and plans for evaluation.
- Outline the theory/ies used to underpin your program, providing reasons for the use of this theory/ies.
- Design and develop at least one resource appropriate for the project’s target population. This may take the form of a presentation, activities (e.g. cooking classes, supermarket tours), display, poster, media campaign etc.
- Provide an executive summary of your project plan.
- A presentation of your program and resources to classmates during class time.
- A reflective report on the experience of working in a group, in which you might discuss your growth and learning as a group participant over the course of the semester. The reflection may also discuss some of the pitfalls you encountered when working in your group and the strategies you used to resolve conflict. You may like to highlight the ways in which your group could have operated more effectively, using the literature to support your reflective piece.
- A peer assessment of each of your team mates.

**Part A: Marking criteria: Written report nutrition health promotion program**

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<th>Criteria</th>
<th>Gradations of quality</th>
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Australian Government Higher Education (CRICOS)
Registered Provider number: #00212K
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<tr>
<th>Average</th>
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</thead>
<tbody>
<tr>
<td><strong>Project Title and Executive Summary</strong></td>
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<td>5</td>
</tr>
<tr>
<td>Project title is clear and succinct; executive summary succinctly explains the overall project plan.</td>
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<tr>
<td><strong>Project Background</strong></td>
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<td>2</td>
</tr>
<tr>
<td>Evidence of the need for this project in your ‘at risk’ population group.</td>
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<tr>
<td><strong>Planning</strong></td>
<td>5</td>
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<tr>
<td>Goals, objectives and strategies are appropriate for the project and well described; analysis of the effectiveness of the project’s approach; application of theory of program management.</td>
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<tr>
<td><strong>Theory/theories</strong></td>
<td>3</td>
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<tr>
<td>Clear rationale for use of theory/ies underpinning the project.</td>
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<tr>
<td><strong>Evaluation of project</strong></td>
<td>5</td>
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<tr>
<td>Strategies are appropriate and well described; supporting materials are user friendly, good layout.</td>
<td></td>
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<tr>
<td><strong>Resources</strong></td>
<td>2</td>
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<tr>
<td>Originality of ideas; age and culturally appropriate for project; corresponds to program objectives.</td>
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</tr>
<tr>
<td><strong>Writing Style and Referencing</strong></td>
<td>3</td>
<td></td>
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<td></td>
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<tr>
<td>Appropriate and consistent referencing; fluent writing style; clear expression, grammar and spelling.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>25%</td>
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</table>

**Part B: Marking Criteria: Oral presentation nutrition health promotion program**

<table>
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<tr>
<th>Gradations of quality</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
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</tbody>
</table>

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*Australian Government Higher Education (CRICOS)*  
*Registered Provider number: #00212K*
<table>
<thead>
<tr>
<th>Group marks</th>
<th>Content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly relevant, comprehensive and comprehensible.</td>
<td>3</td>
</tr>
<tr>
<td>Structure</td>
<td>Logical and cohesive; all group members participate equally.</td>
<td>2</td>
</tr>
<tr>
<td>Individual marks</td>
<td>Ability to engage audience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Generate interest; minimal use of notes.</td>
<td></td>
</tr>
<tr>
<td>Speaking style</td>
<td>Speaks clearly and confidently; professional delivery.</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

**Part C: Marking criteria: Reflective practice report**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Gradations of quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All aspects of reflection considered – growth in learning, pitfalls of group activity, strategies for conflict resolution, methods for more effective group activity.</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depth of reflection on group dynamics; strengths and weaknesses of your role; future improvement to practice; use of the literature.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>

**Part D: Marking criteria: Peer assessment**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Gradations of quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
</tr>
<tr>
<td>Peer co-operated with team members with role allocation, arranging meetings; behaved</td>
<td></td>
</tr>
</tbody>
</table>
in mature fashion with team members; met with mentor when required.

Peer’s time management was excellent; met at agreed times; followed up with tasks between meetings.

Peer worked diligently to the best of their ability, making optimal contribution to the overall project.

| | | | | | |
|---|---|---|---|---|
| | | | | |

TOTAL 10%

5c Special assessment requirements

To pass the unit, students must attain at least 50% of the total possible marks allocated to the continuous assessment component of the unit.

Grades
Each assessment item will be given one of the following grades – HD, DI, CR, P, NX.

Submitting Assignments
Assignments are expected to be typed, not hand written, unless there are extenuating circumstances. Place your assignment in the assignment box outside 12D34 by 4:30 pm on the due date or may be submitted through the drop box on the Moodle site. Assignments must be submitted with a completed cover sheet and plagiarism sheet. These can be downloaded from Moodle. Students are expected to keep a copy of the assignment and be able to produce it within 24 hours, if requested by the unit convener.

Assignments are usually marked and returned to students in class within two weeks after the date submitted. It is your responsibility to collect your assignment from the unit convener if you are absent on that day. Tutors plan their time so they can mark assignments in the immediate period after the due date. Late assignments will only be marked at the convenience of the unit convener or tutor. This may mean that students who submitted work late or received extensions may not have their work returned within two weeks. Assignments with approved extensions will be given first priority.

Extensions
Requests for extensions based on a good reason such as medical certificate or evidence from a student counsellor should be submitted prior to the due date of the assessment.

Referencing requirements for all assessments
Students are required to follow the referencing procedures of the APA referencing system or a similar style.

**Late Penalties**
A penalty of 5% of the value of the assignment per day will be deducted for late assignments for those who have not received an extension from the unit convenor. This penalty includes weekends.

5d **Supplementary assessment**

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 which contravene academic values.

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.

To access the AIM site, go to [http://learnonline.canberra.edu.au/course/view.php?id=2061](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 (formerly the Disabilities Office) as soon as possible so the necessary arrangements can be made.

6c Attendance requirements

Students are encouraged to attend lectures and tutorials to ensure optimal learning of unit material. Practical activities are regularly included in class time, which will also assist your learning; such activities are more difficult to replicate outside the class environment.

6d Withdrawal

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

6e Required IT skills

Students are expected to submit typed assignments, not hand-written unless there are extenuating circumstances. Computers are available in building 10 (24 hours/d) and in building 3 (Room 3C18) from 7.00 AM until 9.00 PM (weekdays only.). Do not submit any work on disc but keep a backup copy.

6f Costs

Nil

6g Work Integrated Learning

As part of this unit, you will be required to meet with your health professional mentor at least twice in the semester to help you to gain an understanding of the context of public health nutrition practice. The unit convenor will provide you with contacts early in the semester.

6h Additional information

Learning Resource Centre: The Faculty of Health has a purpose built learning resource centre for students located in 12C26. It has a multitude of resources to help students with their research. It also has computers that are linked to the University Library and the Web.

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 will be presented to you on OSIS. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous in-class questionnaire administered through the University’s Teaching and Learning Centre.
(TLC). From last year’s student feedback, greater clarity around the format for the assessment tasks has been provided and the first assessment task has been changed to reduce workload and to address nutrition policy issues more thoroughly.

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 by 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.