SECTION 1 – GENERAL INFORMATION

Award/s: 
- Bachelor of Health Science (Naturopathy) 128 4th Year
- Bachelor of Health Science (Nutritional and Dietetic Medicine) 96 3rd Year

Duration: 1 Semester

Subject Coordinator: Tess Dingle (Brisbane Campus)

Subject is: Elective

Student Workload:

<table>
<thead>
<tr>
<th>No. timetabled hours per week:</th>
<th>No. personal study hours per week:</th>
<th>Total hours per week:</th>
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<tr>
<td>3</td>
<td>2</td>
<td>5</td>
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Delivery Mode:

- Face to Face (On Campus):
  1 x 2 hour lecture
  1 x 1 hour tutorial

- e-Learning (Online):
  Narrated PowerPoint presentations
  Tutorials: Asynchronous tutor moderated discussion forum and activities
  Student handouts, web-based resources

- Intensive Delivery (Summer School):
  Contact hours are delivered over 3 weeks with 2 x 6 hour days delivered per week
  Content: Combination lecture and tutorial activities
  Assessment: Advocacy Article – Week 2; Nutrition Education Program Evaluation Report - Week 4; Nutrition Intervention Program Plan - Week 6

Full Time
Part Time

Pre-requisites: NMDF121, NMDM121, SOCQ121, SOCH311

Co-requisites: Nil

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject introduces students to the central principles and practices of community and public health nutrition and the current and emerging issues in the growing field of public health nutrition. Students will develop core public health nutrition competencies for effective public health nutrition practice. These include: nutrition monitoring and
surveillance, program planning, implementation and evaluation, communication, and advocacy techniques. The topics include key concepts, goals and initiatives in public health nutrition, the social context of food nutrition related disease-deficiencies, under and over nutrition, the nutrition transition, food security and disadvantaged populations, and food sustainability.

### Learning Outcomes

1. Examine the various food and nutrition systems underlying the community food environment.
2. Assess and monitor food, nutrient and dietary intakes and status in populations.
3. Assess the specific needs and priorities of communities to recommend nutritional education or promotion programs and interventions.
4. Critically analyse the determinants of nutritional challenges within various populations.
5. Evaluate the biopsychosocial factors which influence food and dietary choices.
6. Evaluate the research in order to develop an evidence-based nutrition program or intervention for a specific community either in Australia or overseas.
7. Identify and develop advocacy approaches to influence decision makers at a government, organisation and professional level.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Type</th>
<th>Learning Outcomes Assessed</th>
<th>Session Content Delivered</th>
<th>Due</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Advocacy Article (750 words)</td>
<td>1, 4, 7</td>
<td>1-4</td>
<td>Week 5</td>
<td>20%</td>
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<tr>
<td>Nutrition Education Program Evaluation Report (1500 words)</td>
<td>1-7</td>
<td>1-8</td>
<td>Week 9</td>
<td>35%</td>
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<tr>
<td>Nutrition Intervention Project Plan Group project (2500 words)</td>
<td>2-7</td>
<td>5-13</td>
<td>Week 14</td>
<td>45%</td>
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All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS.

### Prescribed Readings:

Subject Content

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<tr>
<th>Week</th>
<th>Lectures</th>
<th>Tutorials / Practicals</th>
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</table>
| 1.   | **Introduction** (Subject Outline / Subject Aims / Assessment / Teaching Resources)  
**Principles and Philosophy of Public Health Nutrition (PHN)**  
- Definition of Public Health Nutrition (PHN)  
- Concepts and guiding principles  
- Philosophy of PHN  
- Global and local PHN problems | Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback  
- Explanation of assessment tasks  
- Formation of groups and group work  
- Forum introductions and interactive exercise on nutrition programs |
| 2.   | **Core Functions of PHN Workforce**  
- Professional practice  
- Monitoring of nutrition status in populations  
- Health promotion and health education  
- Working in partnerships | Informal forum discussion on the context of public health nutrition and relevance for the complementary medicine (CM) practitioner |
| 3.   | **Advocacy**  
- Theory and principles of public health advocacy | Identify a PHN issue and an appropriate decision-maker and write an advocacy letter |
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| 3. Public health advocacy strategies  
  4. Nutrition advocacy campaigns  
  5. Letters and articles | 1. Food policy exercise  |
| 4. Food Policy  
  1. Top down and bottom up approach  
  2. Government responses  
  3. Food politics and policies |  |
| 5. Health Promotion and Health Education  
  Nutrition Programs  
  1. Government  
  2. Non-government organisations and not-for-profit sector  
  3. Schools and community settings | 1. Students watch video presentation of a nutrition education program and contribute to forum discussion  |
| 6. Under-nutrition  
  1. Mothers and infants  
  2. Children and adolescence  
  3. Older adults | 1. Case study - Health education nutrition program  |
| 7. Over-nutrition, Diet Quality and Chronic Disease  
  1. Obesity  
  2. Diabetes  
  3. Cancer  
  4. Cardiovascular diseases | 1. Exercise to identify potential nutrition action areas and settings to improve nutrition and disease prevention using the Analysis Grid for assessment of Environments Linked to Obesity (ANGELO) framework  |
| **NON-TEACHING WEEK** (note that make-up classes may be scheduled in this week)  
 Semester 1 – This aligns with the week after Easter so it may fall between Weeks 6 to 8  
 Semester 2 & Online students – The non-teaching week falls between Weeks 7 and 8 |  |
| 8. Indigenous / Culturally and Linguistically Diverse (CALD) Communities  
  1. Socially disadvantaged groups  
  2. Food security | 1. Forum discussion on readings for this week  |
| 9. Emerging Nutrition Issues  
  1. Environmental influences on food supply  
  2. Climate change impact on food systems  
  3. Sustainable diets  
  4. Food marketing | 1. Video presentation and forum discussion  |
| 10. Program Planning  
  1. Systems thinking  
  2. Problem analysis  
  3. Capacity analysis | 1. Group work: Students begin working on their intervention plan  |
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<tr>
<th>Evidence about what works/effectiveness</th>
<th>Group work: Students continue working on their intervention plan</th>
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<tr>
<td>Priority setting – risk assessment and prioritisation</td>
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<td><strong>11. Program Planning and Project Management</strong></td>
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<td>1. Intervention planning</td>
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<td>2. Program planning models – logic modelling</td>
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<td>3. Planning for program implementation</td>
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<td><strong>12. Project Management and Program Evaluation</strong></td>
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<tr>
<td>1. Formative</td>
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<td>2. Process evaluation</td>
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<td>3. Impact and outcome evaluation</td>
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<td>4. Economic evaluation</td>
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<td><strong>13. Grant Writing for Community Nutrition Programs</strong></td>
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<td>1. Laying the foundations</td>
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<td>2. Finding the right grant</td>
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<td>3. Identifying potential collaborators</td>
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<td>4. Budgeting</td>
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<td>5. Assembling the grant</td>
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<td><strong>14. Non-Teaching Week/Practical Examination Week 1</strong></td>
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<td>Note that make-up classes may be scheduled in this week</td>
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<td><strong>15. Non-Teaching Week/Practical Examination Week 2</strong></td>
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<td>Note that make-up classes may be scheduled in this week</td>
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<td><strong>16. Final Examination Week 1</strong></td>
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<td><strong>17. Final Examination Week 2</strong></td>
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<td>There is no final exam for this subject</td>
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