

NUT110 Introduction to Dietetics

School: School of Health - Nutrition and Dietetics

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au 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

This course will introduce you to the Dietetic profession and your own program of study. You will learn and develop the key knowledge, attributes and skills required for dietetic practice such as professionalism, communication and using an evidence-based approach and how these apply to a range of practice environments. You will also be introduced to topics such as interprofessional collaboration, scope of practice, ethics in health care, Dietitians Australia, cultural safety and responsiveness, including important factors which impact Aboriginal and Torres Strait Islander peoples' health outcomes. This course will also include an observational placement opportunity provided through the Dietetic clinic at UniSC.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Face-to-face workshops	2hrs	Week 1	12 times
Seminar – Nutrition and Dietetics seminars	1hr	Week 2	2 times
Learning materials – Engagement with preparation materials for weekly workshops (e.g. worksheets, readings)	1hr	Week 1	12 times
Fieldwork – Observational placement in UniSC Dietetics clinic	2hrs	Throughout teaching period (refer to Format)	Once Only

1.3. Course Topics

- Nutrition & Dietetics domains of practice; skills, knowledge and attributes
- Dietitians Australia: the professional peak body for dietetic and nutrition professionals in Australia
- An introduction to the Nutrition Care Process
- Cultural Awareness
- Resilience and well-being
- Interprofessional education and collaboration
- Evidence based practice
- Professionalism in health care
- Reflection
- Ethics and scope of practice

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 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 Identify the diverse roles, knowledge and skills required to demonstrate excellence in dietetic practice	Knowledgeable
2 Explain how the nutrition care process and an evidence based approach best informs dietetic practice	Empowered
3 Discuss the principles of professionalism in relation to ethical behaviour and scope of practice as it applies to the nutrition and dietetics profession.	Ethical
4 Understand and acknowledge the importance of cultural awareness and responsiveness in accordance with Aboriginal and Torres Strait Islander health care including important factors which impact Aboriginal and Torres Strait Islander peoples' access to dietetic services and healthcare more broadly	Knowledgeable Empowered Ethical
5 Identify the importance of interprofessional collaboration when working in multi-disciplinary healthcare teams	Knowledgeable Empowered Engaged

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program SC302 or SC406

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

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

The provision of early feedback will occur via weekly recap sessions in the workshops. In addition, an opportunity for formative feedback on task 3 (reflective practice) will be offered.

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	Artefact - Creative, and Oral	Individual	30%	1-page/slide poster presentation (e.g. using PowerPoint) supported with 5-minute narration.	Week 6	Online Submission
All	2	Oral	Group	40%	15-minute group presentation + slides	Week 10	Online Assignment Submission with plagiarism check and in class
All	3	Written Piece	Individual	30%	Written reflection (max 1000 words).	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Infographic

GOAL:	The goal of this task is to create an engaging and authentic electronic poster presentation (Pecha Kucha style) which demonstrates your understanding of the Nutrition Care Process.	
PRODUCT:	Artefact - Creative, and Oral	
AUTHORSHIP STATEMENT:		
FORMAT:	In this task, you will be required to create an engaging and authentic electronic poster presentation which demonstrates your understanding of the Nutrition Care Process. This will be supplemented with a 5 minute recorded narration of the content. Further details related to this assessment will emerge throughout the trimester. This is an individual assessment	
CRITERIA:	No.	Learning Outcome assessed
	1 Application and demonstration of knowledge of the Nutrition Care Process as a model when applied to patient care	2 3
	2 Communicates clearly and fluently in both written and oral form	2 3
	3 Organisation, structure and overall presentation of electronic poster	2
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 2: Group Presentation

GOAL:	The goal of this assessment task is to develop your ability to apply evidence-based practice principles to evaluate nutrition information critically and communicate findings clearly to a lay audience.	
PRODUCT:	Oral	
AUTHORSHIP STATEMENT:		
FORMAT:	In small groups of 2–3, you will select a nutrition misinformation statement to investigate. Using peer-reviewed literature, you will appraise the evidence related to your chosen topic and develop a clear, layperson explanation that accurately communicates what the evidence shows.	
CRITERIA:	No.	Learning Outcome assessed
	1 Identifies a relevant nutrition misinformation statement and frames an answerable research question.	1
	2 Demonstrates effective strategies to locate and select high quality, peer-reviewed literature relevant to the question	3
	3 Critically analyses the quality, relevance, and strength of the evidence.	2 3
	4 Synthesis findings into coherent conclusions.	2
	5 Translates complex scientific evidence into clear, accurate and engaging information for lay audiences.	1 3 4
	6 Works collaboratively and respectfully within a group, demonstrating accountability, professionalism, and inclusivity. (Individual mark)	1 3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 3: Reflective Practice

GOAL:	The goal of this task is to produce a personal reflection based on specific content and experiences throughout NUT110.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	Reflect on your experiences at the Nutrition & Dietetics Seminar, Interprofessional Education (IPE) Seminar, Eat Well Fair, and Dietetic Clinic visit. Using a reflective framework, discuss what you learned about professionalism, teamwork, and the role of the dietitian within the broader healthcare team.		
CRITERIA:	No.		Learning Outcome assessed
	1	Provides clear description of experiences	1 3 4 5
	2	Analyses what was learnt from the experiences	1 3 4 5
	3	Identifies how these experiences will inform future actions	1 3 4 5
	4	Provides insightful, clear and professional reflections	1 3 4 5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

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. 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 Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Uniform for observational placement

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)