

# NUT306 Nutrition Communication

School: School of Health - Nutrition and Dietetics

2024 | Session 2

UniSC Sunshine Coast

**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 [usc.edu.au](http://usc.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

Nutrition professionals need the skills and knowledge to communicate effectively with the public, consumers, organisations and other professionals. This course will develop your understanding and application of marketing principles, communication and behaviour change theory and hone your information literacy skills. You will use an evidence-based approach to evaluate and develop targeted nutrition messages. You will create effective, tailored and culturally safe nutrition communication materials for a range of target audiences and media. Practical opportunities will develop your ability as an effective and ethical food and nutrition communicator.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Face to face application activities	3hrs	Week 1	5 times
<b>Learning materials</b> – Online learning activities including videos, quizzes and readings.	1.5hrs	Week 1	7 times
<b>Fieldwork</b> – Nutrition communication market stall	3hrs	Week 4	Once Only
<b>Tutorial/Workshop 2</b> – Online discussion	1hr	Week 6	2 times
<b>Seminar</b> – Introduction to NUT306	1hr	Week 1	Once Only

### 1.3. Course Topics

- Goals of nutrition communication
- Foundational elements of effective nutrition communication (message, target audience, medium)
- Healthy conversations and behaviours change theory for understanding a target audience and initiating positive communication
- Health literacy tools to promote effective nutrition communication
- Ethical considerations of communicating nutrition education messages in a range of different media
- Marketing principles for nutrition communication – selling your message

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

6 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 Tailor nutrition communication to a range of audiences and media	Engaged
2 Utilise health literacy tools to promote effective and culturally safe nutrition communication	Empowered
3 Produce consumer friendly nutrition communications by applying behaviour change theory, marketing and ethical practice principles with evidence based information	Empowered Ethical
4 Reflect on nutrition communication practice and identify ongoing skill development needs	Creative and critical thinker

### 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

NUT205 and (NUT300 or NUT202 or NUT203)

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

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

It is expected you will have a sound knowledge of food and nutrition science.

### 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

Students will be given feedback on their team plan for their stall in week 2. They will use this feedback to enhance their practical experience and be able to use the feedback to reflect on for task 1. Students will also be given feedback on their elevator speech in week 4 prior to their fieldwork and Assessment task 1. Feedback on the 1st assessment will be given prior to the second assessment piece completion. Students will be able to apply learnings from task 1 to task 2.

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	1a	Plan	Group	0%	2 A4 pages	Week 2	To Supervisor
All	1b	Activity Participation	Individual	0%	40 seconds	Week 4	In Class
All	1c	Practical / Laboratory Skills	Individual and Group	40%	1 market stall	Week 4	In Class
All	1d	Written Piece	Individual	20%	600 words	Week 5	Online Submission
All	2	Artefact - Creative	Group	40%	Minimum 2 minutes	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: Abridge project plan

<b>GOAL:</b>	Produce an abridged project plan													
<b>PRODUCT:</b>	Plan													
<b>FORMAT:</b>	As a group (task 1), you will complete two tables that include key planning information for the nutrition stall. This process will help you collate all the information you have covered to date and help you clarify the work that needs to be done and allow equitable allocation of tasks.													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Goal, target audience and key messages are clearly aligned.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Uses data to inform the plan (defining/understanding target audience; COM-B components; Key messages)</td> <td>1</td> </tr> <tr> <td>3</td> <td>Plans are practical and feasible.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Goal, target audience and key messages are clearly aligned.	1	2	Uses data to inform the plan (defining/understanding target audience; COM-B components; Key messages)	1	3	Plans are practical and feasible.	1	
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1	Goal, target audience and key messages are clearly aligned.	1												
2	Uses data to inform the plan (defining/understanding target audience; COM-B components; Key messages)	1												
3	Plans are practical and feasible.	1												

All - Assessment Task 1b: Elevator speech and open-ended questions

<b>GOAL:</b>	To communicate a clear nutrition message and engage the audience in dialogue through open ended questions.										
<b>PRODUCT:</b>	Activity Participation										
<b>FORMAT:</b>	You will practice your prepared elevator speech and open-ended questioning with peers and staff.										
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Elevator speech aligns with defined target audience, states with clarity the key nutrition idea and message/s</td> <td>1</td> </tr> <tr> <td>2</td> <td>Planned questions are open-ended and relate to the key nutrition idea</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Elevator speech aligns with defined target audience, states with clarity the key nutrition idea and message/s	1	2	Planned questions are open-ended and relate to the key nutrition idea	1	
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1	Elevator speech aligns with defined target audience, states with clarity the key nutrition idea and message/s	1									
2	Planned questions are open-ended and relate to the key nutrition idea	1									

All - Assessment Task 1c: Communication assessment

<b>GOAL:</b>	To communicate a clear nutrition message to a university audience via a market stall.	
<b>PRODUCT:</b>	Practical / Laboratory Skills	
<b>FORMAT:</b>	In groups, you will plan and implement a market stall. You will apply principles of nutrition communication to develop a stall to communicate a clear nutrition message. Individually, you will plan and deliver an elevator speech and utilise open-ended questions to connect with your audience. You will showcase professionalism and skills in nutrition communication.	

CRITERIA:	No.	Learning Outcome assessed	
	1	Communication of a clear nutrition message at the market stall	1
	2	Tailoring the market stall to a target audience	1
	3	Communicates verbally a clear nutrition message tailored to engage the audience	1
	4	Display of professionalism and use of appropriate non-verbal communication to engage the target audience	1

#### All - Assessment Task 1d: Reflection artefact

<b>GOAL:</b>	To reflect on the experience of preparing for and engaging the community through a nutrition promotion event and identify areas for ongoing nutrition communication practice development.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	You will write a 600-word reflection (inclusive of photo evidence) describing your nutrition communication experience, learning gained and plans for future growth in nutrition communication as per assessment instructions.		
CRITERIA:	No.		Learning Outcome assessed
	1	Description of practical skills and knowledge used in communicating nutrition information to the target audience ('what')	4
	2	Description of key learnings from the experience ('so what')	4
	3	Plan how you could enhance or improve your application of communication principles in future practice ('now what')	4
	4	Convey ideas clearly, fluently in written or audio/visual form	1

#### All - Assessment Task 2: Nutrition communication video

<b>GOAL:</b>	To create a nutrition communication video for a selected target audience that integrates communication, marketing and ethical practice principles.		
<b>PRODUCT:</b>	Artefact - Creative		
<b>FORMAT:</b>	You will produce a nutrition communication video suitable for an identified target audience. You will undertake a self-assessment of your video using the PEMAT to be submitted along with a rationale for your video.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identify and use best available evidence to inform nutrition communication components	3
	2	Tailor a nutrition message/s to the medium and target audience	1 3
	3	Convey ideas clearly and fluently in written and audiovisual form	1
	4	Prioritise and explain understandable, actionable, ethical key messages	2 3

## 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

Not applicable

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. 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:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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>

## 10.9. 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.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)