

# NUT308 Complementary Nutrition

School: School of Health and Behavioural Sciences

2020 | Session 3

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

As a nutrition professional you will often have to respond to consumer queries on a wide range of complementary approaches to food, nutrition and health. This is an emerging interest for the general public and for health professionals. In this course, you will explore and assess the evidence base and ethical considerations for a range of complementary modalities. You will also use information literacy and communication skills to search resources and to convey the evidence required for future professional practice.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
----------	-------	----------------	-----------

## 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 Identify and critically review the evidence base for complementary approaches to food and nutrition	Creative and critical thinker Empowered
2 Judge the therapeutic benefit of a complementary food or food component for an individual	Creative and critical thinker
3 Apply an ethical and evidence based approach to evaluating the use of complementary approaches to food and nutrition	Ethical

## 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

NUT202 and NUT205 and enrolled in Program SC302 or SC353

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

NUT315

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

Students should have a sound knowledge of food science principles, food composition (macro & micro nutrients) and nutrient requirements across the lifecycle.

## 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

### 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	Report	Individual	50%	1000 words		Online Assignment Submission with plagiarism check
All	2a	Activity Participation	Individual	0%	Poster critique		In Class
All	2b	Activity Participation	Individual	50%	Poster		Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Report Therapeutic application of a food/food component (50%)

<b>GOAL:</b>	The goal of this task is to use an ethical and evidence based approach to judge the therapeutic benefit and application of a food or food component for an individual.	
<b>PRODUCT:</b>	Report	
<b>FORMAT:</b>	You will be provided with a case study to investigate the therapeutic benefit and application of a food or food component for an individual. You will source and assess the available evidence related to this topic. You will make a judgement on the effectiveness and suitability of the complementary modality for the individual and provide a rationale for your decision in the form of a written report.(1000 words). Formative feedback will be provided in class in week 3.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Source information and resources that are ethical, credible and evidence based
	2	Critically review and appraise the evidence
	3	Provide sound rationale for your judgement
	4	Communicate clearly, fluently and professionally
	5	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3</span>
<b>GENERIC SKILLS:</b>		

**All - Assessment Task 2a:** Poster

<b>GOAL:</b>	The goal of this task is to develop your critical thinking skills and understanding of the evidence base for a complementary approach to food and nutrition, and to effectively communicate your findings.	
<b>PRODUCT:</b>	Activity Participation	
<b>FORMAT:</b>	Part A Formative assessment: In the week 5 workshop you will assess a poster provided by the lecturer using the poster marking rubric. Based on this, you will identify areas that need addressing and provide 3 suggested changes that could be made to the poster to enhance the poster presentation. Formative (ungraded) feedback will be provided. Your poster will be completed as an individual task and developed and to a be at a standard that would be expected if presented at a professional conference. The poster will be either A1/A0 in size and will follow formatting conventions as required for a conference poster presentation. Typeface will not be smaller than 20 pt. Your work will be referenced using Vancouver Style.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Source information and resources that are ethical, credible and evidence based
	2	Critically review and appraise the evidence on your chosen herb/spice
	3	Communicate professionally in written form
<b>GENERIC SKILLS:</b>		

## All - Assessment Task 2b: Poster

<b>GOAL:</b>	The goal of this task is to develop your critical thinking skills and understanding of the evidence base for a complementary approach to food and nutrition, and to effectively communicate your findings.												
<b>PRODUCT:</b>	Activity Participation												
<b>FORMAT:</b>	Part B Poster: You will individually source and assess the available evidence of a chosen herb or spice and develop a poster that clearly communicates the nutritional and non-nutritional properties of the herb/spice and the evidence to support its use as a complementary modality. Your poster will be completed as an individual task and developed and to a be at a standard that would be expected if presented at a professional conference. The poster will be either A1/A0 in size and will follow formatting conventions as required for a conference poster presentation. Typeface will not be smaller than 20 pt. Your work will be referenced using Vancouver Style. You will submit your poster online as a PowerPoint slide in week 6.												
<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>Source information and resources that are ethical, credible and evidence based</td><td></td></tr><tr><td>2</td><td>Critically review and appraise the evidence on your chosen herb/spice</td><td></td></tr><tr><td>3</td><td>Communicate professionally in written form</td><td></td></tr></tbody></table>	No.		Learning Outcome assessed	1	Source information and resources that are ethical, credible and evidence based		2	Critically review and appraise the evidence on your chosen herb/spice		3	Communicate professionally in written form	
No.		Learning Outcome assessed											
1	Source information and resources that are ethical, credible and evidence based												
2	Critically review and appraise the evidence on your chosen herb/spice												
3	Communicate professionally in written form												
<b>GENERIC SKILLS:</b>													

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Braun & Cohen	2014	Herbs & Natural Supplements: An evidence based guide	(4th Ed.)	Elsevier

### 8.2. Specific requirements

Not applicable

## 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

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)