COURSE OUTLINE

NUT313 Nutrition Communication and Education

School: School of Health - Nutrition and Dietetics

2027 | 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 develops students' skills in effective nutrition communication across diverse populations and settings. Students will learn to tailor evidence-based messages using culturally responsive, person-centred approaches and apply counselling and behaviour change techniques to support dietary change. Emphasis is placed on critical reflection, communication theory, and professional practice. Practical opportunities will develop your ability as an engaging, ethical and culturally humble nutrition communicator.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning activities including videos, quizzes and readings.	1.5hrs	Week 1	12 times
Tutorial/Workshop 1 – On campus application learning activities	3hrs	Week 1	12 times
Fieldwork – Nutrition communication market stall	3hrs	Week 11	Once Only
Information session – Students are required to attend this session on how to gather evidence towards the development of identified national competency standards	1hr	Week 1	Once Only

1.3. Course Topics

- Goals of nutrition communication
- Foundational elements of effective nutrition communication (message, audience, medium)
- Media and modalities for communication
- Culturally responsive communication
- Behaviour change and adult learning theories
- Health literacy and associated tools to promote effective nutrition communication
- Ethical considerations and marketing principles for nutrition communication
- Critical reflection for professional development

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?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Dietitians Australia
1 Demonstrate effective, evidence-based nutrition communication tailoring nutrition messages to diverse individuals, groups, and communities using appropriate media	Engaged Communication	2.1.2, 2.1.3, 2.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.4
2 Apply and evaluate culturally responsive, person-centred, and evidence-based strategies to enhance understanding and support health behaviour change	Engaged Communication	1.5.1, 1.5.2, 1.5.3, 1.5, 4.1.3, 4.1.4, 4.2.3, 4.2.5
3 Utilise behaviour change and adult learning theories to support populations to achieve sustainable dietary changes	Engaged Communication	2.1.2, 2.1.3
4 Critically evaluate and reflect on nutrition communication practice to identify strengths, areas for improvement, and implications for professional development	Creative and critical thinker	1.1.2, 1.1.3, 1.5.1

* Competencies by Professional Body

CODE	COMPETENCY
DIETITIANS AUSTRALIA	
1.5.1	Demonstrates cultural safety and responsiveness: Acknowledges, reflects on and understands own culture, values, beliefs, attitudes, biases, assumptions, privilege and power at the individual and systems level, and their influence on practice
1.5.2	Demonstrates cultural safety and responsiveness: Works respectfully with diverse clients in choosing culturally safe and responsive strategies to suit the goals, lived experiences and environment of clients
1.5.3	Demonstrates cultural safety and responsiveness: Applies evidence- and strengths-based best practice approaches in Aboriginal and Torres Strait Islander health care, valuing Aboriginal and Torres Strait Islander ways of knowing, being and doing
1.1.2	Demonstrates safe practice: Shows a commitment to professional development and lifelong learning
1.1.3	Demonstrates safe practice: Consistently demonstrates reflective practice in collaboration with supervisors, peers and mentors
1.5	Professional Practice: Demonstrates cultural safety and responsiveness
2.1.2	Adopts an evidence-based approach to dietetic practice: Applies a highly developed knowledge of nutrition science, social science, behavioural science, health, disease, food, food preparation methods, food systems, and sustainability to tailor recommendations to improve health of clients
2.1.3	Adopts an evidence-based approach to dietetic practice: Systematically searches for, evaluates, interprets and applies findings from food, nutrition, dietetic, social, behavioural and education sciences into dietetic practice

CODE	COMPETENCY
2.1	Expert Practice: Adopts an evidence-based approach to dietetic practice
4.1.2	Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds: Uses a range of communication methods to communicate clearly and concisely to a range of audiences, adapting or co-creating communication messages for specific audiences where appropriate
4.1.3	Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds: Engages in culturally appropriate, safe and sensitive communication that facilitates trust and the building of respectful relationships with Aboriginal and Torres Strait Islander peoples
4.1.4	Communicates appropriately with people from various cultural, socioeconomic, organisational and professional backgrounds: Translates technical information into practical messaging that can be easily understood and used by clients, other professionals, key stakeholders, partners, and members of the public
4.2.1	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Shares information with and acts as a resource person for colleagues, community and other agencies
4.2.4	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Applies the principles of marketing to promote healthy eating and influence dietary change
4.2.3	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Displays effective active listening, interviewing and interpersonal skills to better understand perspectives of clients, other professionals, key stakeholders and partners to inform approaches and influence change
4.2.5	Builds capacity of and collaborates with others to improve nutrition and health outcomes: Empowers clients to improve their own health through engagement, facilitation, education and collaboration

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

NUT306

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

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

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

Students will be given feedback on their team plan for their stall in week 3. They will use this feedback to enhance their practical experience and support collaboration and communication within teams. Students will also be given feedback on their pitches for Task 1a during week 6. 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	Activity Participation	Individual and Group	40%	1 market stall	Week 7	In Class
All	1b	Written Piece	Individual	20%	600 words	Week 8	Online Submission
All	3	Activity Participation	Individual and Group	40%	25 minutes	Exam Period	To be Negotiated

All - Assessment Task 1a: Communication assessment

GOAL:	To communicate a clear, strength based, evidence informed nutrition message to a university audience via a nutrition promotion event that integrates culturally sensitive communication, marketing and ethical practice principles.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	No
FORMAT:	In groups, you will plan and implement an engaging market stall. You will apply principles of nutrition communication to develop a stall and related materials (digital and printed) to communicate a clear nutrition message. Individually, you will plan and deliver an elevator speech and utilise open-ended questions and tailor your nutrition message to connect with your audience. You will showcase professionalism and skills in nutrition communication.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Communicate a clear nutrition message via the market stall — 1 2 Tailor the market stall to a selected audience — 1 3 Communicates verbally a clear nutrition message tailored to the audience — 1 4 Display professionalism and use of appropriate non-verbal communication to engage the target audience — 1
GENERIC SKILLS:	Communication, Collaboration, Applying technologies

All - Assessment Task 1b: Reflection artefact

GOAL:	To critically 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.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	No
FORMAT:	You will write a 600-word reflection (inclusive of photo evidence) describing your nutrition communication experience, evaluate learning gained and create an action plan for future growth in nutrition communication as per assessment instructions.
CRITERIA:	

No.		Learning Outcome assessed
1	Describe practical skills and knowledge used in communicating nutrition information to the selected audience ('what')	4
2	Evaluate the experience to identify learning ('so what')	4
3	Develop an action plan for how to enhance or improve your nutrition communication in future practice ('now what')	4
4	Convey ideas clearly, fluently in written and visual form	1

GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 3: Group education workshop

GOAL:	In this assessment, you will develop and facilitate a nutrition workshop for a defined audience, drawing on evidence-based nutrition knowledge, behaviour change and adult learning theories. You will use culturally responsive, person-centred approaches. The task will enable you to demonstrate your ability to tailor nutrition messages, engage learners, and support understanding and sustainable dietary change.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
FORMAT:	In a group you will develop a nutrition-related workshop for a community group. The workshop will run for 25 minutes in duration. In preparation for the workshop, your group will submit a one-page document that outlines your learning objectives and plan for the workshop. You will be provided with formative (ungraded feedback) on this. Refer to Canvas for submission information
CRITERIA:	

No.		Learning Outcome assessed
1	Workshop design for audience needs	1 3
2	Evidence-based communication and nutrition content	1
3	Application of behaviour change, adult learning, and cultural responsiveness	2 3
4	Evaluation and justification of workshop design	2 4

GENERIC SKILLS:	Communication, Collaboration

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:
(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