COURSE OUTLINE

NUT500 Applied Public Health Nutrition

School: School of Health - Nutrition and Dietetics

2026 | Trimester 2

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

In this course you will be learn about the practice of Public Health Nutrition (PHN). You will apply the values, knowledge and skills needed for work in this field, with a focus on evidence-based practice. This course is based on a socio-ecological approach to practice, evidence informed and integrates values of justice, equity and collaboration.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – A combination of pre-recorded videos, readings and associated activities.	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Online workshop	2hrs	Week 1	11 times
Tutorial/Workshop 2 – On Campus workshop	2hrs	Week 6	Once Only

1.3. Course Topics

- Philosophy and practice of public health nutrition
- Application of practice within the socio-ecological framework
- Investigating public health nutrition issues
- Conducting a needs assessment in public health nutrition
- Determinant analysis, stakeholder analysis, and community engagement
- Evidenced based practice in public health nutrition

2. What level is this course?

500 Level (Advanced)

Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Dietitians Australia
1 Apply the theory of public health nutrition science in varied and complex practice scenarios	Knowledgeable	2.1
2 Analyse the multidimensional, multi-factorial determinants that influence public health nutrition.	Knowledgeable Ethical Sustainability-focussed	2.3
3 Integrate critical appraisal of evidence to inform and justify public health nutrition practice.	Creative and critical thinker Engaged	2.1, 3.1
4 Assess the needs of a community or subpopulation to prioritise and justify public health nutrition practice.	Empowered Engaged	2.2, 4.2
5 Examine personal and professional knowledge, practices and identity with civic engagement priorities and suggest strategies to enhance future practice.	Communication Collaboration	1.1, 4.2

* Competencies by Professional Body

CODE	COMPETENCY
DIETITIANS AUSTRALIA	
1.1	Professional Practice: Demonstrates safe practice
2.1	Expert Practice: Adopts an evidence-based approach to dietetic practice
2.2	Expert Practice: Applies the nutrition care process based on the expectations and priorities of clients
2.3	Expert Practice: Influences food systems to improve the nutritional status of client
3.1	Research Practice: Conducts research, evaluation, and quality management processes
4.2	Collaborative Practice: Builds capacity of and collaborates with others to improve nutrition and health outcomes

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 MC001

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

It is assumed that students will have prior knowledge of sociocultural aspects of nutrition, Australian food systems, and public health theory & methodology.

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

Feedback will be provided during workshop activities throughout the trimester. Task 1 is a scaffolding task that will inform 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	1	Artefact - Technical and Scientific, and Written Piece	Individual	20%	1000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Activity Participation	Individual	40%	2000 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Activity Participation	Individual	40%	20 minutes	Exam Period	Exam Venue

All - Assessment Task 1: Needs Assessment Background and Plan

GOAL:	You will conduct a targeted literature review using current scientific research and relevant data sources to provide background information on a given public health nutrition issue. This evidence will be used to develop the background and aims of the needs assessment, and to inform the planning of the methods.
PRODUCT:	Artefact - Technical and Scientific, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	A written report that demonstrates the background and aims of the needs assessment related to the specific public health nutrition issues provided.

CRITERIA:

No.		Learning Outcome assessed
1	Complete a literature review to critically evaluate and synthesise evidence to describe the public health nutrition issue and its determinants, using credible and relevant sources to supports the aim(s) of the needs assessment	2 3
2	Describe and justify appropriate methods for assessing population needs to address the stated aims of your needs assessment.	2 3

GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 2: Need Assessment (Findings, Discussion, Implications)

GOAL:	You will conduct and report a public health nutrition needs assessment by collecting, analysing, and integrating quantitative and qualitative data to address the aims developed in task 1. You will develop evidence-informed strategies and recommendations and discuss the implications for practice and policy relevant to the population group.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	A written report that demonstrates the collection, analyses and integration of quantiative and qualitative data related to the specific public health nutrition issues provided.

CRITERIA:

No.		Learning Outcome assessed
1	Assess the needs of a community or subpopulation in relation to a public health nutrition issue through collection and analysis of quantitative and qualitative data	4
2	Interpret and synthesise findings to identify key issue and prioritise needs	3 4
3	Apply the theory of public health nutrition and sports nutrition principles to develop and justify feasible, context-specific recommendations and strategies	1 4
4	Discuss the implications of the findings and recommendations for public heath nutrition practice, policy and actions, including considerations for active populations	4
5	Demonstrate effective written communication skills, including clear structure, academic writing, and accurate use of references	5

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 3: Public Health Nutrition Priorities

GOAL:	You will demonstrate your understanding and application of the public health nutrition theory, and multi-factorial determinants of public health nutrition. You will justify your prioritisation of public health nutrition actions in the provided scenario.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	This oral interview will involve presenting your justification of public health nutrition priorities, and answering questions related to the provided public health nutrition issue.

CRITERIA:

No.		Learning Outcome assessed
1	Apply knowledge of public health nutrition theory and the socioecological model to the provided nutrition issue	1
2	Describe your analysis of the multi-factorial factors influences the provide public health nutrition issue.	2
3	Demonstrate effective communication skills and explanation of the assessment of needs of the subpopulation relevant to the provided public health nutrition issue	4
4	Justify your approach to appraising and addressing the public health nutrition issue provided.	3 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Roger Hughes	2011	Practical Public Health Nutrition	n/a	John Wiley & Sons

8.2. Specific requirements

There are no specific requirements.

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