

# NUT603 Dietetic Leadership and Professionalism

**School:** School of Health - Nutrition and Dietetics

2025 | Session 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 [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

Throughout this course you will grow your knowledge of what roles dietitians and the dietetic profession can have within society. You will develop your skills in leadership, advocacy, communication, business planning and management.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – A combination of pre-recorded videos, readings, and associated activities.	2hrs	Week 1	8 times
<b>Tutorial/Workshop 1</b> – Online	2hrs	Week 1	5 times
<b>Tutorial/Workshop 2</b> – On-campus	2hrs	Week 4	3 times

### 1.3. Course Topics

- The dietetic profession
- Dietetic services within a clinic, private practice, or sport setting
- Leadership, advocacy and mentoring
- Business planning and management
- Culturally safe and responsive communication

## 2. What level is this course?

600 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 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 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 Reflect on effective leadership and advocacy in dietetic practice settings	Empowered	1.3, 1.4
2 Critically evaluate dietetic practice (at a personal, community, and/or broader societal level) and the implications for future practice	Empowered	1.1, 1.5
3 Deconstruct culturally safe and responsive communication in dietetic practice settings.	Engaged	1.1, 1.5
4 Demonstrate advanced knowledge and practice of ethical, legal, and professional boundaries, and organisational business and managerial tasks related to dietetic practice.	Ethical	1.2, 1.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
DIETITIANS AUSTRALIA	
1.1	Professional Practice: Demonstrates safe practice
1.2	Professional Practice: Demonstrates ethical and legal practice
1.3	Professional Practice: Demonstrates leadership
1.4	Professional Practice: Demonstrates management
1.5	Professional Practice: Demonstrates cultural safety and responsiveness

#### 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)

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 continuously provided through workshops.

### 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	Portfolio	Individual	50%	1500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Portfolio	Group	50%	10 minutes	Week 8	To be Negotiated

#### All - Assessment Task 1: Dietetic Leadership Written Reflection

<b>GOAL:</b>	The purpose is to discuss examples of leadership, negotiation and advocacy of dietetics and relate this to future practice.													
<b>PRODUCT:</b>	Portfolio													
<b>FORMAT:</b>	<p>You will exercise skills in reflection to discuss what effective leadership looks like within dietetics, and what dietetic advocacy may involve. You will discuss the implications of past dietetic practice on future practice.</p> <p>NOTE: This assessment task can be chosen as part of Program Portfolio where you will collate various purposefully selected tasks to provide comprehensive information about your progress in developing and attaining Dietitians Australia (DA) competencies for dietetic practice. You will continue to add to your Portfolio over the program, providing a basis for collective decision-making on your progress and stimulating your own learning. You will receive feedback on your progression of your competencies. This will contribute to your global competency assessment for the Master of Dietetics (Sports Nutrition).</p>													
<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>Clear and coherent writing style that communicates reflective practice.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Demonstrates insightful reflection on examples of dietetic leadership and advocacy.</td> <td>1</td> </tr> <tr> <td>3</td> <td>Critical discussion of the implications of past dietetic practice on the future of practice and the profession.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Clear and coherent writing style that communicates reflective practice.	1	2	Demonstrates insightful reflection on examples of dietetic leadership and advocacy.	1	3	Critical discussion of the implications of past dietetic practice on the future of practice and the profession.	2	
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<b>GENERIC SKILLS:</b>	Communication, Problem solving													

## All - Assessment Task 2: Dietetic Business Oral Pitch

<b>GOAL:</b>	The purpose is to create and deliver a business pitch that demonstrates your knowledge of the ethical, legal, and professional boundaries relevant to dietetic practice settings. It should also encompass culturally responsive communication relevant to dietetic practice settings.													
<b>PRODUCT:</b>	Portfolio													
<b>FORMAT:</b>	You will work in a group to deliver a 10-minute business or product pitch to potential investors. NOTE: This assessment task can be chosen as part of Program Portfolio where you will collate various purposefully selected tasks to provide comprehensive information about your progress in developing and attaining Dietitians Australia (DA) competencies for dietetic practice. You will continue to add to your Portfolio over the program, providing a basis for collective decision-making on your progress and stimulating your own learning. You will receive feedback on your progression of your competencies. This will contribute to your global competency assessment for the Master of Dietetics (Sports Nutrition).													
<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>Insightful evaluation on how culturally safe and responsive communication can be undertaken in dietetic practice.</td><td>3</td></tr><tr><td>2</td><td>Knowledge of ethical, legal, professional and business management boundaries in dietetic practice settings.</td><td>4</td></tr><tr><td>3</td><td>Clear and coherent presentation style.</td><td>3</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Insightful evaluation on how culturally safe and responsive communication can be undertaken in dietetic practice.	3	2	Knowledge of ethical, legal, professional and business management boundaries in dietetic practice settings.	4	3	Clear and coherent presentation style.	3	
No.		Learning Outcome assessed												
1	Insightful evaluation on how culturally safe and responsive communication can be undertaken in dietetic practice.	3												
2	Knowledge of ethical, legal, professional and business management boundaries in dietetic practice settings.	4												
3	Clear and coherent presentation style.	3												
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving													

## 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?

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. 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)