SECTION 1 - GENERAL INFORMATION

Award/s: Bachelor of Health Science (Naturopathy) 128 Elective 4th Year
Bachelor of Health Science (Nutritional and Dietetic Medicine) 96 Core 3rd Year

Duration: 1 Semester

Subject Coordinator: Tess Dingle (Brisbane campus)

Subject is: Core or Elective as noted

Subject Credit Points: 2

Student Workload:

<table>
<thead>
<tr>
<th>No. timetabled hours per week:</th>
<th>No. personal study hours per week:</th>
<th>Total hours per week:</th>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>5</td>
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Delivery Mode:

Face to Face (On campus)

1 x 2 hour lectures
1 x 1 hour tutorial

Intensive Delivery (Summer School)

Contact hours are delivered over 3 weeks with 2 x 6 hour days delivered per week

Content: Combination lecture and tutorial activities

Assessment: Nutrition Education Program Evaluation Report - Week 2; Nutrition Intervention Program Plan - Week 6; Advocacy Letter - Week 6

Full Time
Part Time

Pre-requisites: NMDF121, NMDM121, SOCQ121, SOCH311

Co-requisites: Nil

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject introduces students to the central principles and practices of community and public health nutrition and the current and emerging issues in the growing field of public health nutrition. Students will develop core public health nutrition competencies for effective public health nutrition practice. These include: nutrition monitoring and surveillance, program planning, implementation and evaluation, communication, and advocacy techniques. The topics include key concepts, goals and initiatives in public health nutrition, the social context of food nutrition related disease-deficiencies, under and over nutrition, the nutrition transition, food security and disadvantaged populations, and food sustainability.

Learning Outcomes

1. Examine the various food and nutrition systems underlying the community food environment.
2. Assess and monitor food, nutrient and dietary intakes and status in populations.
3. Assess the specific needs and priorities of communities to recommend nutritional education or promotion programs and interventions.
4. Critically analyse the determinants of nutritional challenges within various populations.
5. Evaluate the biopsychosocial factors which influence food and dietary choices.

6. Evaluate the research in order to develop an evidence-based nutrition program or intervention for a specific community either in Australia or overseas.

7. Identify and develop advocacy approaches to influence decision makers at a government, organisation and professional level.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Type</th>
<th>Learning Outcomes Assessed</th>
<th>Session Content Delivered</th>
<th>Due</th>
<th>Weighting</th>
</tr>
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<tbody>
<tr>
<td>Nutrition Education Program Evaluation Report (1200 words)</td>
<td>1-7</td>
<td>1-5</td>
<td>Week 7</td>
<td>35%</td>
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<tr>
<td>Nutrition Intervention Program Plan Group project (2500 words)</td>
<td>2-6</td>
<td>5-12</td>
<td>Week 12</td>
<td>45%</td>
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<tr>
<td>Advocacy Letter (300 words)</td>
<td>2-6</td>
<td>5-12</td>
<td>Week 13</td>
<td>20%</td>
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**Prescribed Readings:**


**Recommended Readings:**


### Subject Content

<table>
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<tr>
<th>Week</th>
<th>Lectures</th>
<th>Tutorials / Practicals</th>
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| 1.   | **Introduction** (Subject Outline / Subject Aims / Assessment / Teaching Resources)  
      **Principles and Philosophy of Public Health Nutrition (PHN)**  
      - Definition of Public Health Nutrition (PHN)  
      - Concepts and guiding principles  
      - Philosophy of PHN  
      - Global and local PHN problems | Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback  
      - Explanation of assessment tasks  
      - Formation of groups and group work |
| 2.   | **Core Functions of PHN Workforce**  
      - Professional practice  
      - Monitoring of nutrition status in populations  
      - Health promotion and health education  
      - Working in partnerships | Informal class discussion on the context of public health nutrition and relevance for the complementary and alternative medicine (CAM) practitioner |
| 3.   | **Food Policy**  
      - Top down and bottom up approach  
      - Government responses  
      - Food politics and policies | Policy exercise |
| 4.   | **Health Promotion and Health Education Nutrition Programs**  
      - Government  
      - Non-government organisations and not-for-profit sector  
      - Schools and community settings | Guest speaker from the nutrition department of local non-governmental organisation (NGO) to discuss their nutrition projects |
| 5.   | **Advocacy**  
      - Theory and principles of public health advocacy  
      - Public health advocacy strategies  
      - Nutrition advocacy campaigns  
      - Letters to the Editor | Group work – Identify a PHN issue and an appropriate decision-maker and write an advocacy letter |
| 6.   | **Under-nutrition**  
      - Mothers and infants  
      - Children and adolescence  
      - Older adults | Case study - Health education nutrition program |
| 7.   | **Over-nutrition, Diet Quality and Chronic Disease**  
      - Obesity  
      - Diabetes  
      - Cancer  
      - Cardiovascular diseases | Exercise to identify potential nutrition action areas and settings to improve nutrition and disease prevention using the Analysis Grid for assessment of Environments Linked to Obesity (ANGELO) Framework |
|     | NON-TEACHING WEEK (note that make-up classes may be scheduled in this week)  
      **Semester 1** - This aligns with the week after Easter so it may fall between Weeks 6 to 8  
      **Semester 2 & Online students** - The non-teaching week falls between Weeks 7 and 8 | |
| 8.   | **Indigenous / Culturally and Linguistically Diverse (CALD) Communities**  
      - Socially disadvantaged  
      - Food security | Class discussion on readings for this week |
<p>| 9.   | <strong>Emerging Nutrition Issues</strong> | Video presentation and discussion |</p>
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<th>Description</th>
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| 10.     | **Program Planning**  
  - Systems thinking  
  - Problem analysis  
  - Capacity analysis  
  - Evidence about what works/effectiveness  
  - Priority setting – risk assessment and prioritisation |
|         | **Group work: Students begin working on their intervention plan** |
| 11.     | **Program Planning and Project Management**  
  - Intervention planning  
  - Program planning models – logic modelling  
  - Planning for program implementation |
|         | **Group work: Students continue working on their intervention plan** |
| 12.     | **Project Management and Program Evaluation**  
  - Formative  
  - Process evaluation  
  - Impact and outcome evaluation  
  - Economic evaluation  
  - Reflective practice |
|         | **Group work: Students continue working on their intervention plan** |
| 13.     | **Guest Speaker Relating to Current Community Public Health Initiatives** |
| 14.     | **Non-Teaching Week / Practical Examination Week 1**  
  Note that make-up classes may be scheduled in this week |
| 15.     | **Non-Teaching Week / Practical Examination Week 2**  
  Note that make-up classes may be scheduled in this week |
| 16.     | **Final Examination Week 1**  
  There is no final exam for this subject |
| 17.     | **Final Examination Week 2**  
  There is no final exam for this subject |