

## SUBJECT OUTLINE



Subject Name:

**Community Public Health Nutrition**

Subject Code:

**NMDH322**

### SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total course credit points:</b>	<b>Level:</b>
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	3 <sup>rd</sup> Year
<b>Duration:</b>		
1 Semester		
<b>Subject Coordinator:</b>		
Sandy Davidson (Sydney campus)		
<b>Subject is:</b>	<b>Subject Credit Points:</b>	
Core	2	

#### Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

#### Delivery Mode:

Face to face      2 hour lecture      1 hour practical

Intensive Delivery      Details:      Summer School - contact hours are delivered over 3 weeks with 2 x 6 hour days delivered per week.  
Assessment: Letter to the Editor is due to be uploaded by Sunday on Week 2; PowerPoint presentations are presented to the class in an additional session at the end of Week 2 of the intensive.  
Peer collaboration self-assessment is due in class in Week 5.  
Group project and oral presentation is due in Week 6 of the Summer School period.

Full Time

Part Time

**Pre-requisites:**      SOCH311, NMDF121, NMDM121, SOCQ121

**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. Demonstrate an understanding of food and nutrition systems and community food needs.
2. Demonstrate an understanding of the assessment of food, nutrient and dietary intakes and status in populations.
3. Demonstrate an understanding of how to conduct a needs assessment to identify priority settings for nutrition programs and interventions.
4. Critically analyse the determinants of nutrition issues using a range of nutrition monitoring and surveillance strategies.
5. Consider and respond appropriately to the psychological, social and cultural factors which influence food and dietary choices.
6. Identify, appraise, plan, develop and evaluate examples of evidence-based nutrition programs and interventions in

Australia and/or overseas.

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

### Assessment Tasks

Type	Learning Outcomes Assessed	Week Content Delivered	Week Due	Weighting
<b>Letter to the editor</b> (Newspaper) (200 words)	7	1-3	5	10%
<b>Evaluation of a Nutrition Education Program</b> PowerPoint Development (5 – 7 slides)	1 - 5	1-5	8	15%
<b>Peer Collaboration and Self-Assessment</b>	2 - 6	6-11	13	15%
<b>Group Project Nutrition Program Intervention Plan</b> (2500 words)	2 - 6	5-12	13	45%
<b>Group Oral Presentation</b> (Program outline and reflection) (10 mins)	1-7	1-12	13	15%

#### Prescribed readings:

- Lawrence, M., & Worsley, T. (Eds.). (2007). *Public health nutrition: From principles to practice*. Crows Nest, NSW: Allen & Unwin.

#### Recommended readings:

- Eggar, G., & Swinburn, B. (2011). *Planet obesity: How we're eating ourselves and the planet to death*. Milton, QLD: Allen & Unwin.
- Hughes, R., & Margetts, B. (2010). *Practical public health nutrition*. Chichester, England: Wiley Blackwell. [ebook available]
- Kuhnlein, H. V., Erasmus, B., Spigelski, D., & Burlingame, B. (Eds.). (2013) *Indigenous peoples' food systems & well-being: Interventions & policies for health communities*. Retrieved from <http://www.fao.org/docrep/018/i3144e/i3144e.pdf>
- Liamputong, P., Fanany, R., & Verrinder, G. (Eds.). (2012). *Health, illness and wellbeing perspectives and social determinants*. Melbourne, Vic: Oxford University Press.
- Nestle, M. (2013). *Food politics: How the food industry influences nutrition and health* (10th ed.). Berkeley, CA: University California Press. [ebook available]
- Wahlqvist, M. L., (Eds.). (2011). *Food and nutrition: Food and health systems in Australia and New Zealand* (3rd ed.). Crows Nest, NSW: Allen & Unwin.

7. Waters, E., Swinburn, B., Seidell, J., & Uauy, R. (Eds.). (2010). *Preventing childhood obesity: Evidence policy and practice*. Retrieved from <http://sgh.org.sa/Portals/0/Articles/Preventing%20Childhood%20Obesity%20->
8. Worsley, T. (2008). *Nutrition promotion: Theories and methods, systems and settings*. Crows Nest, NSW: Allen & Unwin.

Subject Content		
Week	Lecture	Practical
1.	<b>Principles and philosophy of public health nutrition (PHN)</b> <ul style="list-style-type: none"> <li>• Definition of Public Health Nutrition (PHN)</li> <li>• Concepts and guiding principles</li> <li>• Philosophy of PHN</li> <li>• Global and local PHN problems</li> </ul>	Explanation of assessment tasks Formation of groups and group work
2.	<b>Core functions of PHN workforce</b> <ul style="list-style-type: none"> <li>• Professional practice</li> <li>• Monitoring of nutrition status in populations</li> <li>• Health promotion and health education</li> <li>• Working in partnerships</li> </ul>	Informal class discussion on the context of public health nutrition and relevance for the CAM practitioner
3.	<b>Advocacy</b> <ul style="list-style-type: none"> <li>• Theory and principles of public health advocacy</li> <li>• Public health advocacy strategies</li> <li>• Nutrition advocacy campaigns</li> <li>• Letters to the Editor</li> </ul>	Group work - identify a PHN issue and write a letter to the Editor
4.	<b>Food policy</b> <ul style="list-style-type: none"> <li>• Top down and bottom up approach</li> <li>• Government responses</li> <li>• Food politics and policies</li> </ul>	Policy exercise
5.	<b>Health promotion and health education nutrition programs</b> <ul style="list-style-type: none"> <li>• Government</li> <li>• Non-government organisations and not-for-profit sector</li> <li>• Schools and community settings</li> </ul>	Guest speaker from the nutrition department of local NGO to discuss their nutrition projects
6.	<b>Under-nutrition</b> <ul style="list-style-type: none"> <li>• Mothers and infants</li> <li>• Children and adolescence</li> <li>• Older adults</li> </ul>	Case study – health education nutrition program
<b>MID SEMESTER BREAK</b> (Note that make-up classes may be held in this week) <b>Semester 1</b> - This break aligns with the week after Easter so it may fall between weeks 6 to 8. <b>Semester 2</b> - Week 8		
7.	<b>Over-nutrition, diet quality and chronic disease</b> <ul style="list-style-type: none"> <li>• Obesity</li> <li>• Diabetes</li> <li>• Cancer</li> <li>• Cardiovascular diseases</li> </ul>	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

<b>8.</b>	<b>Indigenous/CALD communities</b> <ul style="list-style-type: none"> <li>• Socially disadvantaged</li> <li>• Food security</li> </ul>	Class discussion on readings for this week
<b>9.</b>	<b>Emerging nutrition issues</b> <ul style="list-style-type: none"> <li>• Environmental influences/food supply</li> <li>• Food marketing</li> </ul>	Video presentation and discussion
<b>10.</b>	<b>Program planning</b> <ul style="list-style-type: none"> <li>• Systems thinking</li> <li>• Problem analysis</li> <li>• Capacity analysis</li> <li>• Evidence about what works/effectiveness</li> <li>• Priority setting – risk assessment and prioritisation</li> </ul>	Group work: Students begin working on their intervention plan
<b>11.</b>	<b>Program planning and project management</b> <ul style="list-style-type: none"> <li>• Intervention planning</li> <li>• Program planning models – logic modelling</li> <li>• Planning for program implementation</li> </ul>	Group work: Students continue working on their intervention plan
<b>12.</b>	<b>Project management and program evaluation</b> <ul style="list-style-type: none"> <li>• Formative</li> <li>• Process evaluation</li> <li>• Impact and outcome evaluation</li> <li>• Economic evaluation</li> <li>• Reflective practice</li> </ul>	Group work: Students continue working on their intervention plan
<b>13.</b>	Oral presentations	
<b>14.</b>	<b>Study Week/Practical Exam Week 1. Note that make-up classes may be held in this week.</b>	
<b>15.</b>	<b>Study Week/Practical Exam Week 2. Note that make-up classes may be held in this week.</b>	
<b>16.</b>	<b>Exam Week 1</b> Please refer to the Exam Timetable for your local campus for the exact day and time of exam.	
<b>17.</b>	<b>Exam Week 2</b> Please refer to the Exam Timetable for your local campus for the exact day and time of exam.	