

# 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 (Naturopathy)	128	4 <sup>th</sup> Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	3 <sup>rd</sup> Year
<b>Duration:</b> 1 Semester		
<b>Subject is:</b> Elective	<b>Subject Credit Points:</b> 2	

### Student Workload:

<b>No. timetabled hours per week:</b> 3	<b>No. personal study hours per week:</b> 2	<b>Total hours per week:</b> 5
--	--	-----------------------------------

### Delivery Mode\*:

On campus       Online / Digital       Blended       Intensive

### Weekly Session^ Format/s - 1 session per week:

<input checked="" type="checkbox"/> eLearning modules:	Lectures: Interactive adaptive online learning modules
	Tutorials: can include asynchronous tutor moderated discussion forum and activities, learning journal activities or other web-based resources

\*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.

^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.

**Study Pattern:**       Full Time       Part Time

**Pre-requisites:** SOCH311, NMDD221

**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

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Advocacy Article</b> (750 words)	1, 4, 7	1-4	Week 5	20%
<b>Nutrition Education Program Evaluation Report</b> (1500 words)	1-7	1-8	Week 9	35%
<b>Nutrition Intervention Project Plan</b> Group project (2500 words)	2-7	5-13	Week 14	45%

All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS.

Students are required to submit all assessment items with a value of greater than 15% to be eligible to receive a passing grade.

### Prescribed Readings:

Boyle, M.A. (Ed.) (2022). *Community nutrition in action: An entrepreneurial approach* (8th ed.). Cengage Learning.  
[ebook available]



Lawrence, M., & Worsley, T. (Eds.). (2007). *Public health nutrition: From principles to practice*. Allen & Unwin. [ebook available]

### Recommended Readings:

Baum, F. (2016). *The new public health*. Oxford University Press. [ebook available]

Cohen, B. R., Kideckel, M. S., & Zeide, A. (2021). *Acquired tastes: stories about the origins of modern food*. The MIT Press. [ebook available]

Eggar, G., & Swinburn, B. (2011). *Planet obesity: How we're eating ourselves and the planet to death*. Allen & Unwin.

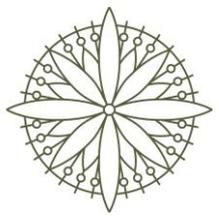
Kuhnlein, H. V., Erasmus, B., Spigelski, D., & Burlingame, B. (Eds.). (2013). *Indigenous peoples' food systems & well-being: Interventions & policies for health communities*. Food and Agriculture Organisation. <http://www.fao.org/docrep/018/i3144e/i3144e.pdf>

Liamputtong, P., Fanany, R., & Verrinder, G. (Eds.). (2012). *Health, illness and wellbeing perspectives and social determinants*. Oxford University Press.

Nestle, M. (2013). *Food politics: How the food industry influences nutrition and health* (10th ed.). University California Press. [ebook available]

Wahlqvist, M. L., & Gallegos, D. (Eds.). (2020). *Food and nutrition: Sustainable food and health systems* (4th ed.). Allen & Unwin. [ebook available]

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	<p><b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p><b>Principles and Philosophy of Public Health Nutrition (PHN)</b></p> <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>	<p>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</p> <ul style="list-style-type: none"> <li>➤ Explanation of assessment tasks</li> <li>➤ Formation of groups and group work</li> <li>➤ Forum introductions and interactive exercise on nutrition programs</li> </ul>
2.	<p><b>Core Functions of PHN Workforce</b></p> <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>	<ul style="list-style-type: none"> <li>➤ Informal forum discussion on the context of public health nutrition and relevance for the complementary medicine (CM) practitioner</li> </ul>
3.	<p><b>Advocacy</b></p> <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> </ul>	<ul style="list-style-type: none"> <li>➤ Critique an advocacy article</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Letters and articles</li> </ul>	
4.	<p><b>Food Policy</b></p> <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>	<ul style="list-style-type: none"> <li>➤ Food policy exercise</li> </ul>
5.	<p><b>Health Promotion and Health Education Nutrition Programs</b></p> <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>	<ul style="list-style-type: none"> <li>➤ Students watch video presentation of a nutrition education program and contribute to forum discussion</li> </ul>
6.	<p><b>Under-nutrition</b></p> <ul style="list-style-type: none"> <li>➤ Mothers and infants</li> <li>➤ Children and adolescence</li> <li>➤ Older adults</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case study - Health education nutrition program</li> </ul>
7.	<p><b>Over-nutrition, Diet Quality and Chronic Disease</b></p> <ul style="list-style-type: none"> <li>➤ Obesity</li> <li>➤ Diabetes</li> <li>➤ Cancer</li> <li>➤ Cardiovascular diseases</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> </ul>
<p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)  <b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8  <b>Semester 2 &amp; Online students</b> – The non-teaching week falls between Weeks 7 and 8</p>		
8.	<p><b>Indigenous / Culturally and Linguistically Diverse (CALD) Communities</b></p> <ul style="list-style-type: none"> <li>➤ Populations with health inequities</li> <li>➤ Food security</li> </ul>	<ul style="list-style-type: none"> <li>➤ Forum discussion on readings for this week</li> </ul>
9.	<p><b>Emerging Nutrition Issues</b></p> <ul style="list-style-type: none"> <li>➤ Environmental influences on food supply</li> <li>➤ Climate change impact on food systems</li> <li>➤ Sustainable diets</li> <li>➤ Food marketing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Video presentation and forum discussion</li> </ul>
10.	<p><b>Program Planning</b></p> <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> </ul>	<ul style="list-style-type: none"> <li>➤ Group work: Students begin working on their intervention plan</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Priority setting – risk assessment and prioritisation</li> </ul>	
11.	<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>	<ul style="list-style-type: none"> <li>➤ Group work: Students continue working on their intervention plan</li> </ul>
12.	<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> </ul>	<ul style="list-style-type: none"> <li>➤ Group work: Students continue working on their intervention plan</li> </ul>
13.	<b>Grant Writing for Community Nutrition Programs</b> <ul style="list-style-type: none"> <li>➤ Laying the foundations</li> <li>➤ Finding the right grant</li> <li>➤ Identifying potential collaborators</li> <li>➤ Budgeting</li> <li>➤ Assembling the grant</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a Transmittal Letter for your Group Project</li> </ul>
14.	<b>Non-Teaching Week/Practical Examination Week 1</b> Note that make-up classes may be scheduled in this week	
15.	<b>Non-Teaching Week/Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week	
16.	<b>Final Examination Week 1</b> There is no final exam for this subject	
17.	<b>Final Examination Week 2</b> There is no final exam for this subject	