

Unit Outline (Higher Education)

Institute / School:	Institute of Innovation, Science & Sustainability
Unit Title:	NUTRITIONAL DIVERSITY IN THE AUSTRALIAN POPULATION
Unit ID:	SCBFN3003
Credit Points:	15.00
Prerequisite(s):	(SCBCH1001 and SCBFN2002)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	00000

Description of the Unit:

This unit addresses the diverse dietary needs of various ethnic groups, considering religious restrictions, traditional dietary preferences, socioeconomic status (SES), and sub-climates. The focus will be on: recognising the needs of an identified target group; developing and assessing a program to meet the identified priority need; implementing and managing the program in a selected setting; evaluating and reporting the outcomes of the program. The content of this unit will also provide a solid grounding for any further study in public health, the health sciences, or other courses where graduates will be working with diverse populations. Particular emphasis is placed on the development of presenting, critiquing, and problem-solving skills that are required when working with individuals to support their nutritional needs within Australia's diverse population.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

On successful completion of the course students are expected to be able to:

Knowledge:

- K1.** Describe the historical origins of nutritional diversity in Australia, including the influence of migration, colonization, and globalization on dietary patterns.
- K2.** Identify and explain the roles of key organizations involved in addressing the nutritional needs of Australia's diverse populations.
- K3.** Compare various health programs and their effectiveness in different cultural and socioeconomic contexts.
- K4.** Outline the steps involved in managing Nutritional Health programs for diverse populations
- K5.** Evaluate the advantages and disadvantages of individual, group, high-risk population, and whole population strategies in catering for nutritional diversity

Skills:

- S1.** Identify and prioritize health needs from diverse demographical groups
- S2.** Develop and implement appropriate strategies tailored to meet the needs of diverse populations.
- S3.** Plan and design programs that address the dietary needs of specific target groups, considering cultural and socioeconomic factors.
- S4.** Evaluate and utilize various resources, including written, audio-visual, and digital materials, to enhance the support of nutritional advice and activities.
- S5.** Compare and contrast the characteristics and outcomes for diverse groups conducted in different settings.

Application of knowledge and skills:

- A1.** Develop the skills and competencies necessary for Nutrition Professionals across a range of settings and demographical groups
- A2.** Conduct a comprehensive assessment of a community's dietary needs, identifying key challenges and existing initiatives
- A3.** Propose a program to address the identified needs of a specific demographic group, incorporating culturally sensitive approaches.
- A4.** Critically evaluate and provide constructive feedback on peer presentations, fostering a collaborative learning environment

Unit Content:

Topics may include:

- Dietary Needs and Cultural Preferences
- Socioeconomic Status and Diet
- Indigenous Australians and Nutrition

- Gender, Food, and Body Image
- Obesity: A Global Issue
- Social Determinants of Nutritional Choices
- Nutrition and the Media
- Resolving Issues in Nutrition

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	A4	AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K4, S2-S3, A3- A4	AT2-3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1-K5, S1-S5, A1-A4	AT 1-3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K3, A3	AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life 	K4-K5, S2-S3, S7, A3-A4	AT1-3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 K2 K3 S1 S3 S4 A2	Community Nutrition Analysis	Analytical report	30-50%
K3 K4 K5 S1 S2 S3 S4 A1 A3	Develop and present plan to address the nutritional needs of a particular demographic group	Presentation	20-40%
K4 K5 S4 A4	Peer Review Feedback - Critique and Incorporation of Feedback into Nutritional Plan	Peer Review	20-40%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)