



NUTR12001 *Human Nutrition*

Term 1 - 2020

Profile information current as at 04/05/2024 03:44 pm

All details in this unit profile for NUTR12001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

Unit Profile Correction added on 25-02-20

The correct textbook for this unit is FOOD, NUTRITION & HEALTH by Tapsell (2019) - **Second Edition** ISBN: 9780190304867.

General Information

Overview

This unit relates the principles of nutrition and the role of nutrition in the maintenance of health and prevention of disease across the life span. Detailed study of food and nutrient requirements, energy balance, body composition and weight management, and nutrition assessment of individuals and population groups, will be undertaken with a view to developing the background to provide appropriate nutritional advice to groups within a community setting. This unit will also explore food and nutrition requirements for individuals involved in sports and exercise.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2020

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Group Discussion**

Weighting: 30%

3. **Presentation and Written Assessment**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student formal evaluations

Feedback

The variety of assessment tasks and inclusion of group discussions was helpful to learning and interesting.

Recommendation

Different types of assessment tasks and group discussions will continue to be included in this unit.

Feedback from Student formal evaluations, informal feedback and unit coordinator reflection

Feedback

Uploading oral presentations with audio/visual is difficult for students as files sizes for upload to Moodle are limited.

Recommendation

The oral presentation task will be reviewed for 2020 and more detailed instructions for development of presentation and upload options will be explored.

Feedback from Student formal evaluations

Feedback

More clarity in details of assessment tasks is required

Recommendation

Explanation of assessment tasks and associated tutorials will be revised for 2020.

Feedback from Student formal evaluations and feedback

Feedback

Students appreciate the online tutorials and assessment and learning guides provided.

Recommendation

Comprehensive unit Learning and Assessment Guides should continue to be used and supplemented by online tutorial sessions.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
2. Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
3. Explain the concepts of energy balance, body composition and weight management.
4. Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
5. Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.
6. Explain the role of food and nutrition in sport and exercise.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Group Discussion - 30%	•	•		•		•
2 - Presentation and Written Assessment - 30%		•	•		•	
3 - Written Assessment - 40%	•		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication			•	•	•	•
2 - Problem Solving						•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy	•	•				•
5 - Team Work			•	•	•	
6 - Information Technology Competence			•			
7 - Cross Cultural Competence						
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 30%	•		•	•	•	•				
2 - Presentation and Written Assessment - 30%	•		•	•						
3 - Written Assessment - 40%			•	•						

Textbooks and Resources

Textbooks

NUTR12001

Prescribed

Food, Nutrition and Health

Edition: First (2013)

Authors: Linda Taspell

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780195518344

Binding: Paperback

Additional Textbook Information

Both the paperback and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to PowerPoint or similar
- Camera and microphone for attending Zoom tutorials and completing presentation assessment task

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sue Williams Unit Coordinator

s.p.williams@cqu.edu.au

Kelly McGrath Unit Coordinator

k.inglis@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Food and Nutrition Basics	Chapters 1, 2 and 3 in Food, Nutrition and Health by Taspell (2019)	Tutorial session: Orientation to Human Nutrition

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Macro-nutrients	Chapters 4, 5 and 6 in Food, Nutrition and Health by Taspell (2019)	Tutorial session: Week 1 Learning Activities

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Energy Intake and Weight Management	Chapters 7 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 2 Learning Activities

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Water, Vitamins and Minerals	Chapters 8, 9, 10, 11 and 12 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 3 Learning Activities

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Dietary assessment	Chapters 7 and 20 in Food, Nutrition and Health by Tapsell (2019)	Online ONLY tutorial: Week 4 Learning Activities

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition for Exercise and Sport	Chapter 13 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 5 Learning Activities OBESITY - What are the health consequences? Due: Week 6 Friday (24 Apr 2020) 5:00 pm AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During Pregnancy and Lactation	Chapter 14 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 6 Learning Activities

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During Infancy, Childhood and Adolescence	Chapters 15, 16 and 17 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 7 Learning Activities

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During Adulthood and the Prevention of Chronic Disease	Chapter 17 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 8 Learning Activities GROUP DISCUSSION: Exploring Knowledge and Understanding of Food and Nutrition Due: Week 9 Friday (15 May 2020) 5:00 pm AEST

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition in Older Age	Chapter 18 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 9 Learning Activities

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australian Food Security	Chapter 19 in Food, Nutrition and Health by Tapsell (2019)	Tutorial session: Week 10 & 11 Learning Activities

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Review week

CASE STUDY IN NUTRITION Due:
Week 12 Friday (5 June 2020) 5:00 pm
AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Your Unit Coordinator and Lecturer this term is: Mrs. Kelly McGrath. You may contact Kelly via the Moodle site forums OR via email: k.inglis@cqu.edu.au

The unit and learning content:

The unit is offered across a range of disciplines and taken up by students enrolled in Public Health, Medical Science, Psychological Science, Education, Exercise and Sports Science, Allied Health and a few others. Learning content in this unit has been divided into 11 main learning topics that align with chapters of the prescribed textbook. Weekly recorded lectures will be provided online via the unit Moodle site. These presentations are NOT intended to be overly lengthy, but they do aim to provide succinct explanation and discussion of key learning areas associated with the unit learning outcomes. PowerPoint slides will also be available for each recorded lecture – you can access these from the unit Moodle site.

Tutorial sessions:

Throughout the term, Zoom tutorial sessions will be held online and Face to Face (F2F) in weeks 1 through 11. These sessions will provide all students with opportunity to ask questions of the lecturer/tutor and the explore the weekly learning activities included in the unit Learning Guide. Students may attend the online or F2F sessions (Rockhampton campus) irrespective of their enrollment mode (i.e. distance or on-campus). All Zoom sessions will be recorded so if you are unable to 'attend' on the day, you may view the session online at a time suitable to you. Links to these sessions (and the recordings) will be included on the unit Moodle site. In addition to scheduled weekly tutorials, other online (ONLY) tutorials for detailed discussion of each assessment task, will be scheduled throughout the term. If you have never used Zoom before or require assistance, please review the Zoom information provided in Moodle Help for Students in the Support BLOCK on Moodle.

Weekly email Updates

At the start of each week students will receive an email from the unit coordinator providing explanation of the activities and learning topics ahead in the week as well as assessment reminders. A brief list of these activities and events will also be posted on the front page of the unit Moodle site. NOTE: These messages will be loaded on Monday mornings and emailed to your cqumail address. Important: IF YOU DO NOT WANT TO RECEIVE THESE WEEKLY UPDATES VIA EMAIL PLEASE ADVISE THE UNIT COORDINATOR/LECTURER VIA EMAIL.

Unit Learning Guide

A unit *Learning Guide* has been developed specifically for this unit. This Learning Guide outlines key weekly learning areas and readings; nutrition activities to guide and support your learning. For each of the weekly topics included in the Learning Guide you should:

- Read through the specified pages of your textbook and/or additional resources/journal articles, and complete the activities as listed. NOTE: Activities included in the Learning Guide will be discussed and explored during the weekly tutorials.
- Review the online lecture and tutorial recording/s relevant to that week.

Communications

Throughout the term, all NON-PERSONAL communications between students and the Unit Coordinator (for example, questions relating to assessment tasks, due dates, learning activities etc) must be held via the relevant forums in the unit Moodle site. Any PERSONAL communications (personal illness, life events) should be held with the Unit Coordinator via email or telephone. All emails must include your name, contact details, the unit code and a brief message that clearly outlines your question/communication.

All requests for extensions on assessment task due dates, must be made via the Assessment Extension Request (AER) system in Moodle.

Discussion of nutrition topics is integral to developing appreciation and understanding of the depth and breadth of nutrition issues in our populations. Open discussion is important however, we expect that you will ALWAYS weigh up the 'evidence' and respect the right of every individual to have an opinion (which may be different to your own). Please respect your fellow peers and do not use harsh language. As an active participant in this unit, it is important that you communicate in a professional manner at all times.

Assessment Tasks

1 OBESITY - What are the health consequences?

Assessment Type

Written Assessment

Task Description

In Australia, overweight and obesity affects approximately 67% of adults (27.5% obese) and 25% of children and adolescents (8% obese). Obesity has significant direct and indirect costs to Australians and poses significant risk to our short- and long-term health. This assessment task provides you with opportunity to explore evidence for the impact of obesity on the health of adults OR children.

To complete this task, you will be required to:

1. Conduct research of obesity and its impact on the health of adults OR children:
2. Develop a 2000 (+/- 10%) word essay that demonstrates your understanding of the:
 - Definition and measurement of obesity in children OR adults,
 - Causes of obesity in children OR adults,
 - Health consequences (short and long-term) of obesity in children OR adults, and
 - What is being done in Australia to reduce obesity in children OR adults.

Assessment Due Date

Week 6 Friday (24 Apr 2020) 5:00 pm AEST

Return Date to Students

Week 9 Monday (11 May 2020)

Weighting

40%

Minimum mark or grade

You are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the unit.

Assessment Criteria

Ten (10) marks will be allocated for each of the following criteria (*and reduced to a mark out of 40 to contribute to your overall grade*):

- Introduction clearly outlines the topic including definitions of obesity and prevalence rates, in relation to either children OR adults.
- Introduction includes an outline of the key factors that contribute to obesity development in either children OR adults.
- Essay includes evidence-based discussion that is drawn from extensive research and demonstrates understanding of the health consequences of obesity (both short and long-term).
- Essay includes discussion of at two (2) strategies recommended to reduce obesity in children OR adults in Australia.
- Essay includes a conclusion that restates key points of discussion, and provides summative statement regarding recommendations for future actions.
- Essay includes obvious connections between ideas and concepts and demonstrates strong critical thinking and information literacy skills.
- Essay demonstrates strong academic writing skills including paragraph construction and flow of ideas; few or no errors in grammar, spelling, sentence structure and punctuation; and meets submission requirements including word length.
- Referencing includes a minimum of five (5) peer-reviewed journal articles, is accurate & consistent (APA or Harvard) in-text and in reference list and is presented and formatted in a professional manner.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
- Explain the concepts of energy balance, body composition and weight management.
- Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
- Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.
- Explain the role of food and nutrition in sport and exercise.

Graduate Attributes

- Critical Thinking
- Information Literacy

2 GROUP DISCUSSION: Exploring Knowledge and Understanding of Food and Nutrition

Assessment Type

Group Discussion

Task Description

Food and nutrition affect each and every one of us in many different ways. Most, if not all of us, discuss food, nutrition and health in some way on a somewhat regular basis and inherently understand the value of discussing such topics with others e.g. seeking clarification, help/advice, and confirmation/agreement from others. In practical terms in learning and teaching, group discussion involves interaction and sharing of learning, provides benefit to all involved and is recognised as a key aspect of 'deep' or meaningful learning (rather than surface learning).

This assessment task provides you with opportunity to explore some current concepts and issues in food and nutrition and interact with other students to share your learning and assist you in developing meaningful understanding of the topics.

To complete this task:

1. You will be allocated to a group of 4 students (in week 4 – after Census date).
2. Each student in each group will be required to:
 - Complete four (4) learning activities (see list of activities below).
 - Participate in two (2) online Zoom meetings to be conducted by your group between weeks 4 and 8 of term. Each meeting is expected to be approximately one (1) hour duration.
 - Discuss (with your group during your Zoom meetings) the topics and outcomes related to each of the learning activities. This discussion should focus on sharing personal experiences, current understanding/learning and opinions in relation to each of the learning activity topics. NOTE: it is likely that you would cover 2 topics in each one hour zoom meeting e.g. topic 1 and 2 in meeting #1 and topics 3 and 4 in meeting #2.
 - Develop a brief report on your group discussions and associated learning.

Task details:

Groups, group allocations and group spaces:

At the end of week 4 (after Census date for Term 1), each student will be randomly allocated to a group. This random allocation aims to create a mix of students from different disciplines and backgrounds thereby providing greater opportunity for exploration and learning of different perspectives.

Each group will be provided with a group space on the unit Moodle site (see My Group Space in the Assessment BLOCK).

NOTE: Only students allocated to your group will be able to access and view your group discussions.

Once allocated to your group, it is expected that you will make contact with your group and introduce yourself via the discussion forum in your group space.

For each of your group meetings, your group members will need to nominate/self-elect:

- (i) a meeting coordinator and
- (ii) a meeting facilitator

NOTE: Ideally all students should share in these roles, but it will be up to each group to communicate with each other and decide how the meetings will be coordinated and facilitated i.e. which student/s will take on which role.

Role of the meeting coordinator:

The meeting coordinator will be responsible for:

- Establishing a day and time that is suitable to all members of their group to meet – you may use any form of communication inside or outside of Moodle to establish the meeting time,

- Communicating the meeting time to all members of the group - you may use any form of communication inside or outside of Moodle to notify students,
- Creating a Zoom meeting link in your group space on Moodle (instructions for this will be provided in Moodle),
- Recording the Zoom meeting and uploading the recording to your group space in Moodle.

Role of the meeting facilitator:

The meeting facilitator will be responsible for:

- General conduct of discussions in the meeting including – student introductions (in first meeting) and prompting discussion of each topic,
- Ensuring all members of the group are given equal opportunity to contribute their discussions, and
- Keeping to the allocated time of the meeting.

Role of all individuals during each meeting:

During each Zoom meeting, each student should be given opportunity to briefly present the outcomes of the learning activity (round robin style). Your individual contributions to discussions should include a combination of:

- Providing an overview of your understanding and/or experiences in relation to the learning activity and related topic,
- Asking questions of others in your group about the learning activity/topic,
- Responding to other student's questions or comments, and
- Inviting/encouraging other students to engage in further/deeper discussion on the views or information they have presented.

Prior to making a contribution to discussion of a topic it is expected that each student will have:

1. Completed the learning activities related to the topics listed below, NOTE: You are NOT required to submit your answers to these activities.
2. Read through and/or viewed any related media articles provided on each of the topics,
3. Reflected on answers to the learning activities and personal opinions of any related media and considered your current knowledge, understanding and experiences related to the topics, and
4. Made note of any questions that arise during completion of the activities that you feel unable to answer alone or would like to explore further and/or any personal experiences or opinions you have regarding the topics (you should ensure these questions are discussed in your group meeting).

Learning activities for Group Discussions:

Each of the following activities should be completed by all students and outcomes related to these activities discussed during your group discussions.

Activity #1: Using the Australian Guide to Healthy Eating to assess nutritional intakes

For this activity you will need to:

- Complete a 24-hour food recall for yourself or a family member or friend (Please use the *24-hour food recall template* available from the unit Moodle site).
- Review all foods and drinks consumed and categorise each item in relation to food groups according to the [Australian Guide to Healthy Eating \(www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating\)](http://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)
- Calculate the approximate number of serves of each food group consumed (including discretionary foods and water).
- Compare the intakes of each food group (including discretionary foods and water) against recommendations and according to the gender and age of the participant (see Recommended number of serves in Food Essentials tab in the Eat for Health website as noted above).
- Create a list of recommendations for how their diet could/should be improved to meet recommendations.
- List the food groups that have been under- or over-consumed and based on your understanding of the nutrients in our food, outline any health consequences or nutrient deficiencies that may arise if this intake was maintained over a longer period of time.
- Outline some of the factors that you identified/encountered during conduct of this activity that should be considered when making recommendations based on a 24-hour food recall (Note: you should review information about limitations of 24-hour food recalls to answer this question).

Activity #2: Case study 1.2 – Nutrition Information on Food Labels (see page 9 of textbook: Food Nutrition and Health by Tapsell (2019)).

Activity #3: Case study 2.1 – The Mediterranean Diet (see page 36 of textbook: Food Nutrition and Health by Tapsell (2019)).

Activity #4: Case study 13.2 – Sports Supplements and Ergogenic Aids (see page 320 of textbook: Food Nutrition and Health by Tapsell (2019)).

Individual Reflective report:

You are required to develop and submit a **brief reflective report** that includes the following:

- The date and time each Zoom meeting were held,
- Names of students who attended each meeting or who were in your group but did not attend the meeting/s,
- General overview of the types of discussions had during each of the meetings e.g. what opinions/experiences/evidence were shared during the meeting and was there consensus, variation or disagreement among your group in relation to the topics?
- Peer assessment of contributions made by other members during each meeting,
- Written account of your reflections of how the discussions impacted your learning e.g. increased your understanding of a topic; changed/confirmed your opinion and/or personal practices; prompted you to talk with others about the topic and your new knowledge/understanding, prompted you to engage in further research etc.

Assessment Due Date

Week 9 Friday (15 May 2020) 5:00 pm AEST

Your group meetings must be scheduled between weeks 4 and 8 of term. Your reflective report is due for submission via the Assessment BLOCK on Moodle by this due date.

Return Date to Students

Week 11 Monday (25 May 2020)

Weighting

30%

Minimum mark or grade

You are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the unit.

Assessment Criteria

Ten (10) marks will be allocated for each of the following criteria (for a mark out of 30 that will contribute to your overall grade):

- Attendance to online Zoom meetings (5 marks for each meeting - total 10 marks)
- Peer assessment of group meeting contributions (5 marks for each meeting- total 10 marks)
- Reflective report (10 marks) - written account of reflections that clearly demonstrates how the students understanding of topics has developed as a result of their discussions, and information technology competence and/or teamwork and/or communication skills have developed as a result of the task.

NOTE: reflection can be written in first person. No references required in reflective report.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
- Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
- Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
- Explain the role of food and nutrition in sport and exercise.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

3 CASE STUDY IN NUTRITION

Assessment Type

Presentation and Written Assessment

Task Description

Nutrition assessments are integral to understanding if we meet our needs for a healthy diet. There are no 'gold standard' measures of dietary intakes and the process of assessing the intakes of an individual requires consideration for a broad

range of factors (i.e. holistic assessment). This assessment task aims to develop your understanding of how to conduct a basic nutrition assessment to assist you to understand your personal intakes and for your respective professional roles, how you could provide appropriate advice to others in the future.

To complete this task, you will be required to:

1. Conduct a nutrition assessment on a family member or friend that includes a: 24-hour food recall, 3-day food record, nutrition history, measures (self-reported by participant) of height, body weight, waist circumference and record of any nutrition-related diseases/conditions (templates will be provided on the unit Moodle site)
2. Develop a 15-20-minute oral presentation that reports the outcomes of your assessment and includes discussion each of the following criteria:
 - Issues encountered during the conduct of your 24-hour food recall and 3-day food record, how these align with evidence-based processes, and any other assessment methods you believe would have enhanced the quality of information collected in your nutrition assessment (include evidence-based justification).
 - Evidence based discussion of the advantages and disadvantages of food recalls and 3-day food records and Issues that you encountered in the process of conducting the nutrition assessment, that may have impacted the accuracy of the nutrition data you collected and your subsequent recommendations.
 - Comparison of the individual's food intakes in relation to their stage of the lifespan and the Australian Guide to Healthy Eating (AGHE) and recommendations for serves of each food group (including discretionary foods).
 - Practical suggestions for change in dietary intakes and behaviours that you consider necessary for this individual to meet the recommendations for a healthy diet with respect for their stage in the lifespan, current dietary recommendations, and consideration for any health or dietary factors noted in your holistic health assessment.
 - Comparison of the individual's anthropometric measures in relation to current Australian standards/recommendations for Body Mass Index and Waist Circumference.
 - A conclusion that provides a summary of your case study and key outcomes.

Assessment Due Date

Week 12 Friday (5 June 2020) 5:00 pm AEST

Return Date to Students

Final marks for this task will be released after Certification of Grades on the 10th July 2020

Weighting

30%

Minimum mark or grade

You are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the unit.

Assessment Criteria

Five (5) marks will be allocated for each of the following criteria (and reduced to a mark out of 30 to contribute to your overall grade):

- Introduction is attention getting (i.e. the viewer is interested/stimulated to hear/watch more) and lays out the problem/topic well and establishes a clear framework/path for rest of the presentation.
- Technical terms included in the presentation are well defined and presented in language that is appropriate for the target audience.
- Advantages & disadvantages of food recalls and 3-day food records.
- Practical issues encountered during conduct of the 24-hour food recall and 3 day food record (nutrition assessment) and justification is provided if other methods or tools were used.
- Accurate comparison of the individual's food intakes in relation to their stage of the lifespan and the Australian Guide to Healthy Eating (AGHE) recommendations for serves of each food group (including discretionary foods)
- Practical suggestions for change in dietary intakes and behaviours that you consider necessary for this individual to meet the recommendations for a healthy diet with respect for their stage in the lifespan, current dietary recommendations and consideration for any health or dietary factors noted in your holistic health assessment.
- Comparison of the individual's anthropometric measures in relation to current Australian standards/recommendations for Body Mass Index and Waist Circumference
- An obvious conclusion that restates key points from the main presentation.
- Speaker uses a clear, audible voice and delivery is poised, controlled and smooth with strong language skills, pace, pitch and pronunciation.
- Presentation has a logical sequence and style of presentation and images areas well prepared, informative, effective and not distracting;
- Length of presentation is within assigned time limits, and

- References are included to support evidence-based discussion and definitions and are accurate according to APA or Harvard referencing requirements.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
- Explain the concepts of energy balance, body composition and weight management.
- Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem