



NUTR12001 *Human Nutrition*

Term 1 - 2022

Profile information current as at 14/12/2025 08:07 am

All details in this unit profile for NUTR12001 have been officially approved by CQUUniversity 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.

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 - 2022

- 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 Formal unit evaluation

Feedback

Several students enrolled in the education program found some of the content difficult to relate in the context of their studies as secondary school teachers.

Recommendation

Develop examples or modify one of the assessments to better relate key nutrition concepts to teachers and their teaching practice.

Feedback from Formal unit evaluation

Feedback

Several students described that they felt the assessments did not capture enough elements of the unit content.

Recommendation

Map assessments to unit content to ensure representative sampling of knowledge and skills covered in each section of the unit.

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: Second (2019)

Authors: Linda Tapsell

Oxford University Press

Docklands , Victoria , Australia

ISBN: 9780190304867

Binding: Paperback

Additional Textbook Information

Both paper and eBook versions (both purchase and rental) 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)

Referencing Style

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

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sue Williams Unit Coordinator

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Saman Khesi Unit Coordinator

s.khesi@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---|---|
| Food and Nutrition Basics | Chapters 1, 2 and 3 in Food, Nutrition and Health by Tapsell (2019) | Tutorial session: Orientation to Human Nutrition (details will be provided in the unit Moodle page) |

Week 2 - 14 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------|---|---|
| The Macro-nutrients | Chapters 4, 5 and 6 in Food, Nutrition and Health by Tapsell (2019) | Tutorial session: Week 1 Learning Activities (details will be provided in the unit Moodle page) |

Week 3 - 21 Mar 2022

| 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 (details will be provided in the unit Moodle page) |

Week 4 - 28 Mar 2022

| 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 (details will be provided in the unit Moodle page) |

Week 5 - 04 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------|---|---|
| Dietary assessment | Chapters 7 and 20 in Food, Nutrition and Health by Tapsell (2019) | Tutorial session: Week 4 Learning Activities (details will be provided in the unit Moodle page) |

Vacation Week - 11 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 18 Apr 2022

| 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 (details will be provided in the unit Moodle page) 1 Nutrition Myth Busting Due: Week 6 Friday (22 Apr 2022) 5:00 pm AEST |

Week 7 - 25 Apr 2022

| 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 (details will be provided in the unit Moodle page) |

Week 8 - 02 May 2022

| 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 (details will be provided in the unit Moodle page) |

Week 9 - 09 May 2022

| 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 (details will be provided in the unit Moodle page) 2 Exploring Knowledge and Understanding of Food and Nutrition Due: Week 9 Friday (13 May 2022) 5:00 pm AEST |

Week 10 - 16 May 2022

| 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 (details will be provided in the unit Moodle page) |

Week 11 - 23 May 2022

| 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 (details will be provided in the unit Moodle page)

Week 12 - 30 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

Review Week

3 Case Study in Nutrition Due: Week 12 Friday (3 June 2022) 5:00 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 13 Jun 2022

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

Your Unit Coordinators this term are Dr Susan Williams and Dr Saman Khalesi. You may contact Susan and Saman via the Moodle site forums OR via email: s.p.williams@cqu.edu.au (Susan) & s.khalesi@cqu.edu.au (Saman).

Unit and learning content:

- This 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.

Lectures:

- 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 to provide all students with the opportunity to ask questions of the lecturer/tutor and explore the weekly learning activities included in the unit Learning Guide.
- 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 tutorials for a 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 menu on Moodle.

Weekly email Updates

- At the start of each week, students will receive an email from the unit coordinators providing an 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 unit Moodle page.

Learning Resources

- A unit Learning Guide has been developed specifically for this unit. This guide outlines key weekly learning areas and readings and 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 Coordinators (for example, questions relating to assessment tasks, due dates, learning activities etc.) must be conducted via the relevant forums in the unit Moodle site. Any PERSONAL communications (personal illness, life events) should be held with the Unit Coordinators 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 1 Nutrition Myth Busting

Assessment Type

Written Assessment

Task Description

Our beliefs contribute to our identity and reflect who we are and how we live our lives. Many of our beliefs and attitudes about food and nutrition develop from our exposure to food and nutrition information via various media sources (internet, television, social media, radio, print) and the environments in which we live (our homes, schools, workplaces, neighborhoods, supermarkets, streets etc.). This information can have a significant impact on how we experience food, and the beliefs we develop about food and eating.

Although the internet and social media has provided us with easy access to an abundance of information, these 'advances' have also promoted the development of much confusion about what is 'true'. Although most food and nutrition information is likely based on scientific evidence (either wholly or minimally), it is also influenced by the personal beliefs of the individual/s providing the information and when we read or view food and nutrition information (non-scientific and/or scientific), it is often difficult (for laypersons and professionals alike), to discern what is fact from fiction i.e., what is myth and what is reality. It is said that all myths have a seed of truth BUT is this really the case in relation to food and nutrition myths?

This assessment task provides you with the opportunity to explore some myths about food and nutrition and the evidence underpinning each myth, and develop a written account of why you would, or would not, believe or refute these myths.

Task Details

To complete this task, you are required to:

- Choose two (2) myths from the lists below (you must choose one (1) from each topic area),
- Explore the internet for non-scientific and scientific literature from the past 10 years (approximately) in relation to the myths you have chosen,
- Develop an essay that outlines the origins of the myth, evidence that supports or refutes each of the myths and uncovers any 'seeds of truth' within each of the myths.

Your essay (1500 words \pm 10%) must include:

- An introduction that outlines the myths and the likely origins of each myth (approximately 250-300 words),
- A body section that outlines the scientific literature that supports and/or refutes each myth (each myth should be discussed separately, and headings can be used for each) (approximately 500 words per myth),
- A conclusion that summarises your findings and includes a statement for each myth that could be provided to advise others about the reality of the myth (i.e., what would you recommend to another person if they asked if it was a myth or not (approximately 250-300 words), and
- References (at least 10) for all scientific and non-scientific sources cited in your essay.

| Topic 1 - Myths related to weight loss, exercise and sports nutrition | Topic 2 - Myths related to food, food groups and dietary guidelines |
|--|---|
| 1.1: The more protein you eat, the more muscle you will gain | 2.1: Whole milk is healthier than Low-fat and skim milk |
| 1.2: skipping meals help with weight loss | 2.2: Gluten-free diet is a healthier diet for everyone |
| 1.3: Avoiding carbohydrate is key to successful weight loss and a healthy body | 2.3: Pink Himalayan sea salt is a healthy alternative table salt |

Assessment Due Date

Week 6 Friday (22 Apr 2022) 5:00 pm AEST

Return Date to Students

Week 8 Friday (6 May 2022)

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Marks will be allocated for each of the following criteria:

1. Introduction clearly outlines the likely origins of each myth and outlines key points of discussion to be included in the body of the essay.
2. Essay body includes discussion that is drawn from extensive research of scientific and non-scientific evidence and demonstrates understanding of the 'evidence' underpinning each myth.
3. Essay body includes discussion that is drawn from extensive research and demonstrates critical thinking skills.

4. Essay body includes discussion which is highly relevant to each of the two chosen myths.
5. Essay includes a conclusion that clearly summarises findings in relation to each myth and provides a conclusive statement that could be communicated to the general public in relation to the reality of each myth.
6. Essay includes obvious connections between ideas and concepts and demonstrates critical thinking and information literacy skills.
7. 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.
8. Referencing is accurate & consistent (APA or Harvard) in-text and in reference list and is presented and formatted in a professional manner.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 2 Exploring Knowledge and Understanding of Food and Nutrition

Assessment Type

Group Discussion

Task Description

Food and nutrition affect each one of us in many 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 task will provide you with the opportunity to:

- Explore selected topics in food and nutrition to develop an understanding of the topic and appreciation of your perspectives/experiences of each topic,
- Work with other students in a small group to share your knowledge and perspective of topics to assist you to develop a meaningful understanding of the topics, and
- Reflect on your learning and experiences in this group activity, complete peer assessment of your group work, and develop a brief report of your reflections.

Task Details

To complete this task, you are required to:

- Complete four (4) learning activities (see list of activities below).
- Participate in two (2) online Zoom meetings (each meeting expected to be approximately one (1) hour duration) to be conducted by your group between weeks 4 and 8 of term.
- 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, and
- Complete peer assessment of the contributions made by other students to your group work.

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. Random allocation of students to groups aims to create a mix of students from different disciplines and backgrounds to provide a greater opportunity for exploration and learning from exposure to different perspectives.
- Each group will be provided with a group space on the unit Moodle site (see My Group Space in the Assessment tile). 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 contact 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 contributing to the 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)
- 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.
- 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:

A template for your reflective report will be available on the unit Moodle site. Your reflective report will include:

- The date and time each Zoom meeting was 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 a consensus, variation or disagreement among your group in relation to the topics?
- Peer assessment of the involvement and contributions made by other group members during each meeting, and
- 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 (13 May 2022) 5:00 pm AEST

Your group meetings must be scheduled between weeks 4 and 8 of term. Your Reflective report is due for submission on this due date.

Return Date to Students

Week 11 Monday (23 May 2022)

Weighting

30%

Minimum mark or grade

50%

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 because of their discussions, and information technology competence and/or teamwork and/or communication skills have developed because of the task.

NOTE: your Reflective report can be written in the first person. No references are required in your Reflective report.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 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 provides you with the opportunity to develop skills in conducting a basic nutrition assessment, understand how you can use nutrition assessment information in context of your respective professional roles, and how you could provide appropriate advice to others in the future.

Task Details

To complete this task, you will be required to:

- 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)
- Develop a 15-20-minute oral presentation that reports the outcomes of your assessment and includes a discussion of 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 (3 June 2022) 5:00 pm AEST

Return Date to Students

Exam Week Friday (17 June 2022)

Weighting

30%

Minimum mark or grade

50%

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

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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