



## Course Outline

**Code: NUT202**

**Title: Nutrition Assessment**

<b>School:</b>	Health & Sport Sciences
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	Dr Anthony Villani Email: avillani@usc.edu.au
<b>Course Moderator:</b>	Dr Hattie Wright

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### 1. What is this course about?

#### 1.1 Description

This course will introduce you to the assessment component of the Nutrition Care Process. In this course we will discuss the assessment and interpretation of anthropometric data, relevant nutritional biochemistry and clinical data as well as dietary data. There will be a large emphasis placed on different methodologies used to collect and analyse dietary data. Additionally, you will also learn about assessment of body composition using a variety of techniques that are often used by Dietitians in clinical practice. Interpretation of data will be applied through case study examples.

#### 1.2 Course topics

- Introduction to the nutrition care process
- Collection of data from individuals and diet history interview skills
- Dietary assessment methods (individual and group)
  - 24hr recall
  - Diet history
  - Weighed and estimated food records
  - Food frequency questionnaires
- Qualitative and quantitative analysis and evaluation of dietary intake
  - Use of dietary analysis software (Foodworks)
  - Use of ready reckoners
- Malnutrition screening versus Assessment
- Biochemical assessment relevant to nutritional status
- Assessment of physical activity level and energy expenditure
- Kinanthropometry
  - Various techniques used to assess body composition
  - Body composition and health
  - Clinical application of anthropometry
- Interpreting data through case study examples in healthy members of the population and at risk groups
- Clinical signs and symptoms of nutritional deficiency

**2. What level is this course?**

200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program

**3. What is the unit value of this course?**

12 units

**4. How does this course contribute to my learning?**

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Demonstrate knowledge and application of nutrition assessment, monitoring and evaluation, including the use of nutritional reference criteria for assessment and reassessment of standards related to dietary intake data, energy expenditure, biochemical parameters, methods for body composition assessment and malnutrition risk.	Task 1 Task 2	Knowledgeable. Creative and critical thinkers.
Calculate qualitative and quantitative dietary intake data and assess nutrient and energy intake against reference criteria and current recommendations	Task 1 Task 2	Empowered. Engaged. Creative and critical thinkers
Use a problem-solving approach to interpret all nutrition assessment related data, including anthropometric, biochemical, clinical and dietary intake data whilst prioritising nutritional problems to formulate nutrition care plans for individuals	Task 1 Task 2	Empowered Engaged Creative and critical thinkers
Demonstrate competency in nutrition assessment and diet history interview skills	Task 3	Knowledgeable Empowered Creative and critical thinkers

**5. Am I eligible to enrol in this course?**

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

**5.1 Enrolment restrictions**

Students must be enrolled in SC302 and SC353

**5.2 Pre-requisites**

NUT201 and NUT212

**5.3 Co-requisites**

Nil

**5.4 Anti-requisites**

Nil

## 5.5 Specific assumed prior knowledge and skills (where applicable)

You will be required to have knowledge of the various macro and micronutrients in food, and nutrition requirements across the lifecycle

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Details of early feedback on progress

Students will receive continuous, ongoing formative feedback from the practical activities which occur throughout the weekly tutorials in preparation for assessment tasks 1 and 2. Specifically, this will include interviewing skills and nutrition assessment techniques.

### 6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Case Study Report: Vegetarianism	Individual	30%	2000 words	Friday week 7	Blackboard
2	Part A: Formative quizzes and case studies; Part B: Online exam	Individual	Part A: Formative quizzes and case studies: 0%; Part B: Online exam: 30%	Part A: Formative quizzes and case studies; Part B: Online exam with multiple-choice and short answer questions	Part A: Formative quizzes and case studies: weeks 3-6 conducted during tutorials; Part B: Online exam in week 10	Blackboard
3	Dietary interview skills assessment	Individual	40%	25-minute diet history interview	Week 13	See Blackboard for interview venue
			100%			

### Assessment Task 1: Case Study Report: Vegetarianism

<b>Goal:</b>	The goal of this task is to create an authentic experience in the form of a patient case-study scenario and to assess the students understanding of key elements related to nutrition assessment in the Nutrition Care Process. Students will be required to interpret the patient's anthropometric measurements, biochemical data, clinical data, and dietary intake data both qualitatively and quantitatively. As a component of the case study, students will be required to prioritise the patients nutritional problems and identify nutritional goals and monitoring/evaluation strategies.
<b>Product:</b>	Case Study Report for a patient who is a vegetarian. The report contributes to 30% of the final grade.
<b>Format:</b>	A structured case study report of up to 2000 words that is to be submitted electronically. A case study template will be provided at the beginning of semester which is to be used for completion of the task.
<b>Criteria:</b>	You will be assessed on:

	<ul style="list-style-type: none"> <li>• Report writing skills (communication)</li> <li>• Appropriate and accurate assessment, evaluation and interpretation of relevant nutritional assessment data, including anthropometric, biochemical, clinical and dietary data</li> <li>• Qualitative and Quantitative dietary assessment</li> <li>• Consultation of appropriate evidence and literature</li> <li>• Synthesis of literature</li> <li>• Presentation and formatting that meets academic requirements</li> </ul>
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### Assessment Task 2: Online Examination

<b>Goal:</b>	You will undertake an online examination in week 10 of the semester. The examination will consist of multiple-choice and short-answer questions, which will assess content knowledge and application of Nutrition Assessment related material that is covered in the first 9 weeks of the semester. Students will also undertake formative, non-assessed quizzes and case studies as a key component of the tutorial activities from weeks 3-6. These activities will help the students prepare for the assessed online examination in week 10.
<b>Product:</b>	Examination
<b>Format:</b>	The examination will consist of multiple-choice and short-answer questions. Students will have 4 hours to complete their online examination and submit to blackboard. More details related to the examination will emerge throughout the semester.
<b>Criteria:</b>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply knowledge of nutrition assessment, monitoring and evaluation</li> <li>• Analysis and interpretation of key nutrition assessment information</li> <li>• Application of knowledge to problem solving questions related to nutrition assessment data</li> </ul>

### Assessment Task 3: Dietary Interview Skills Assessment

<b>Goal:</b>	To develop professional competencies in dietary assessment interview skills.
<b>Product:</b>	This task is an oral assessment task (practical examination) in the form of an interview and contributes 30% to the total grade. Interviews will occur in week 13 of the semester.
<b>Format:</b>	<p>You will be provided with multiple opportunities during the scheduled tutorials in weeks 11 and 12 to practice and conduct a mock interview with a peer. You will also and will be provided with formative feedback from your peers and your course coordinator on your performance to help you prepare for your summative assessment in week 13.</p> <p>The assessed interview will be conducted within a maximum of 25 minutes in week 13 of the semester. You will be provided with a mock case study scenario at the beginning of the interview. You will be required to undertake a detailed and targeted diet history on a mock client (a fellow student or staff colleague) using an interview structure that will be practised throughout the semester. This will include an introduction and closure to the interview, as well as gathering of social information, relevant medical history, biochemical and anthropometric data and a detailed diet history. Further details will be provided throughout the semester).</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Conducts the interview professionally and in a manner that establishes and maintains rapport, sets context to the interview, is structured logically and closes the interview appropriately.</li> <li>• Accurately collection, clarification and explanation of nutrition assessment information.</li> <li>• Accurately collects a diet history, including an accurate estimation of food portion size, type, frequency of consumption, supplement use, targets key nutrients and food patterns and links to disease status or stage of life</li> </ul>

- Demonstrates a non-judgemental approach towards the client, engages the client effectively with appropriate verbal and non-verbal behaviours and uses appropriate questioning style.

## 7. What are the course activities?

### 7.1 Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures/workshops will remain in this mode for Semester 2 2020. When government guidelines allow, and if practical, students that elected on-campus study via the class selection process will be advised via Blackboard if/when on-campus sessions can resume.

Location:	Directed study hours for location:
USC Sunshine Coast	Lectures: 26 hours Tutorials/practicals: 24 hours

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Stewart, R	2020	Handbook of Nutrition and Dietetics, 6 <sup>th</sup> Edition	www.australiandietitian.com
NHMRC	2006	Nutrient Reference Values for Australia and New Zealand including Recommended Dietary Intakes – available on line through Blackboard	Australian Government Department of Health and Ageing National Health and Medical Research Council
NHMRC	2013	Australian Dietary Guidelines Providing the scientific evidence for healthier Australian diets. Available at <a href="http://www.eatforhealth.gov.au">www.eatforhealth.gov.au</a> . Also available online through Blackboard	Australian Government Department of Health and Ageing National Health and Medical Research Council
NHMRC	2013	Eat for Health Educator Guide – Information for nutrition educators. Available at <a href="http://www.eatforhealth.gov.au">www.eatforhealth.gov.au</a> . Also available online through Blackboard	Australian Government Department of Health and Ageing National Health and Medical Research Council

### 8.2 Specific requirements

Nil

## 9. Risk management

Health and safety risks for this course have been assessed as low. It is your responsibility to research and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#).

## **10. What administrative information is relevant to this course?**

### **10.1 Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### **10.2 Assessment: Additional requirements**

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

#### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

#### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

#### 10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)