



## COURSE OUTLINE

# NUT202 Nutrition Assessment

**Course Coordinator:** Anthony Villani (avillani@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*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 body composition, biochemical, clinical and dietary data. This course will also place a large emphasis on different methodologies used to collect and analyse dietary data. Additionally, you will also undertake a simulated practical exam where you will be required to perform a diet history interview on a mock client. Interpretation of data throughout the course will be applied mainly through case study examples.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – Hands on practical required for assessment of body composition and diet history taking skills (2 hours weekly). Scheduled online tutorials 2 hours	2hrs	Week 1	Not Yet Determined
<b>Lecture</b> – Online lecture & associated materials	2hrs	Week 1	13 times

### 1.3. Course Topics

Introduction to the nutrition care process with a focus on nutrition assessment; Collection of data from individuals including diet history interview skills; Dietary assessment methodologies (individual and group, including 24hr recall, diet history, weighed and estimated food records, food frequency questionnaires; Qualitative and quantitative analysis of dietary intake; Use of dietary analysis software (Foodworks); Use of ready reckoners for assessment of quantitative dietary data; Malnutrition screening versus assessment; Biochemical assessment relevant to nutritional status; Assessment of energy requirements; Anthropometry, including 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

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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

12 units

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

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
<b>1</b> Demonstrate knowledge 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 and methods for body composition assessment	Knowledgeable
<b>2</b> Calculate qualitative and quantitative dietary intake data and assess nutrient and energy intake against reference criteria and current recommendations	Creative and critical thinker Empowered Engaged
<b>3</b> Interpret all nutrition assessment data, including anthropometric, biochemical, clinical and dietary intake data and prioritise nutritional problems to formulate nutrition care plans for individuals	Creative and critical thinker Empowered Engaged
<b>4</b> Demonstrate use of standard anthropometric measurements used in clinical Dietetics as demonstrated in tutorial classes for the assessment of body composition. This will also involve interpretation of data against indicators of health risk.	Knowledgeable Ethical
<b>5</b> Demonstrate competency in nutrition assessment and diet history interview skills	Knowledgeable Creative and critical thinker Empowered

#### 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. Pre-requisites

NUT201 and NUT212 and enrolled in Program SC353 or SC302

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. 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 Grading (GRD)

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

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Case Study	Individual	30%	2000 words	Week 8	Online Assignment Submission
All	2	Oral	Individual	30%	A. 30-min diet history interview B. 30-min diet history interview	Refer to Format	In Class
All	3	Examination - Centrally Scheduled	Individual	40%	2 hours	Exam Period	Exam Venue

**All - Assessment Task 1:** Case Study Report Cardiovascular Disease

<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																
<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>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Report writing skills (communication)</td> <td>1</td> </tr> <tr> <td>2</td> <td>Appropriate and accurate assessment, evaluation and interpretation of relevant nutritional assessment data, including anthropometric, biochemical, clinical and dietary data</td> <td>1 3 4</td> </tr> <tr> <td>3</td> <td>Qualitative and Quantitative dietary assessment</td> <td>2 3</td> </tr> <tr> <td>4</td> <td>Presentation and formatting that meets academic requirements</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Report writing skills (communication)	1	2	Appropriate and accurate assessment, evaluation and interpretation of relevant nutritional assessment data, including anthropometric, biochemical, clinical and dietary data	1 3 4	3	Qualitative and Quantitative dietary assessment	2 3	4	Presentation and formatting that meets academic requirements	1	
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**All - Assessment Task 2:** Dietary interview skills assessment

<b>GOAL:</b>	To develop professional competencies in dietary assessment and diet history interview skills.
<b>PRODUCT:</b>	Oral
<b>FORMAT:</b>	Submit: A. Throughout semester B. Week 12. Part A (formative): You will be provided with multiple opportunities during the scheduled tutorials throughout the semester to conduct a mock interview with a peer and will be provided with feedback from your peers and the supervisor on your performance to help you prepare for your summative interview. Part B (summative): The interview will be conducted within a maximum of 20 minutes. You will be provided with a mock case 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 includes an introduction and closure, gathering of social information, relevant medical history, biochemical and anthropometric data and a diet history.

CRITERIA:	No.	Learning Outcome assessed	
	1	Conduct the interview professionally, in a manner that establishes and maintains rapport, sets context to the interview, is structured logically and closes the interview appropriately	1 5
	2	Accurately collect, clarify and explain nutrition assessment information	1 2 4 5
	3	Accurately collect a diet history, including an accurate estimation of food portion size, type, frequency of consumption, discretionary food, supplement use, target key nutrients and food patterns linking to disease status or stage of life	2 5
	4	Demonstrate a non-judgemental approach towards the client, engage the client effectively with appropriate verbal and non-verbal behaviours and use an appropriate questioning style	5

### All - Assessment Task 3: Final examination

<b>GOAL:</b>	You will be expected to sit a final examination that will be based on the knowledge and application of material covered in lectures, tutorials and reading material.		
<b>PRODUCT:</b>	Examination - Centrally Scheduled		
<b>FORMAT:</b>	The final exam will consist of multiple-choice, short-answer and case-study questions. The exam will contain questions on all material covered in the lectures and tutorials of the course and the associated readings. The exam will be held in the centrally scheduled end-of-semester exam period, will be 2-hours in duration (plus 10 minutes perusal).		
CRITERIA:	No.		Learning Outcome assessed
	1	Recall important factual information identified in the NUT202 teaching materials	1 2 3 4
	2	Analyse information and explain important elements of nutrition assessment	2 3 4
	3	Apply knowledge to solving problems based on material covered in the course	1 2 3 4

## 7. Directed study hours

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.

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

Please note: 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) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Stewart, R	2015	Handbook of Nutrition and Dietetics	www.australiandietitian.com
Required	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
Required	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
Required	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

Not applicable

## 9. How are risks managed in this course?

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers 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 induction training for students](#), and following the instructions of the University staff.

## 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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or 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 provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. 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>

### 10.8. 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)