

Subject Description Form

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| Subject Code | ABCT1D06 |
| Subject Title | Nutrition and Healthy Living |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite / Co-requisite/ Exclusion | No |
| Objectives | This subject introduces the basis of food and nutritional sciences in order to help students to develop a better understanding and appreciation of food components, the physiology of food intake and metabolism, as well as the important role of diet on health maintenance and disease prevention. Emphasis is focused on equipping students with applied nutritional knowledge for living a healthy life, including the use of nutrition labels in meal planning, critical assessment of health claims, proper use of nutrition supplements and the interactive relation between nutrients and health. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) understand the scientific components of food and the consequences of eating; (b) appreciate the importance of the role of diet in health and in diseases; and (c) acquire an analytical and critical mind through a process of questioning and problem solving. <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</p> <p><u>Literacy</u>: the first two stated learning outcomes equip the students with the vocabularies and concepts to comprehend health related information from various sources, including TV, magazines, internet, and commercial advertisement. In addition, students will be equipped with the skills to search for authoritative sources of information in the area of nutrition and health.</p> <p><u>Higher order thinking</u>: the last stated learning outcome aims at developing the ability of the students to critically review the information available from various sources on nutrition and health, including newspapers and Internet. Based on the scientific knowledge acquired in this subject, students should be able to differentiate credible sources of nutritional information from unproven myths in the area of nutrition and health.</p> <p><u>Life-long learning</u>: Nutrition and health are important topics for life-long learning for everyone. Through the assignments and in-class activities, students will acquire the skills to pursue life-long learning of nutrition. It is hope that students will appreciate the importance of the role of nutrition to maintain overall health and well-being of an individual at different stages of their life.</p> |
| Subject Synopsis/ Indicative Syllabus | <p>1. Basic Components of Foods and Their Functions</p> <ul style="list-style-type: none"> a. Energy producing nutrients: Carbohydrates: Simple and complex carbohydrates and food sources |

| | <p>Lipids: triglycerides, cholesterol and phospholipids and food sources Proteins: amino acids, protein quality and food sources b. Regulatory nutrients: vitamins, minerals and dietary fibres</p> <p>2. Energy metabolism and Weight Management</p> <p>a. Human digestion and absorption and food metabolism b. Energy balance and weight control</p> <p>3. Applying Nutrition in Daily Life</p> <p>a. Planning a healthy diet: use of food pyramid and nutrition guideline b. Use of nutrition label c. Understanding health claims and its regulation d. The use of dietary supplement and functional food</p> <p>4. Role of Diet in Disease Prevention and Management</p> <p>a. Cardiovascular diseases and fat intake b. Cancer: risk factors for cancer, nutrients involved in antioxidant function and role of diet in cancer prevention c. Diabetes mellitus: risk factors for Type II diabetes, use of alternative sweeteners and principles of dietary restriction d. Osteoporosis: bone health, use of calcium supplement and phytoestrogen</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teaching/Learning Methodology | <p>1. The basic contents of this subject will be presented with the aid of lecture notes, videotapes, Blackboard and other teaching tools.</p> <p>2. For assignment, students will be asked to apply nutritional knowledge in interpretation of nutrition label and prepare diet record.</p> <p>3. For self-learning component,</p> <p>i) students will be expected to read required reading (textbook or reference materials) for each lecture in order to reinforce the concepts covered in class;</p> <p>ii) students will be expected to explore nutrition-related issues from the Press or Internet and write a short essay on a current issue in nutrition that is relevant to Hong Kong and the Chinese Mainland;</p> <p>iii) students will be working in group to explore and discuss a nutrition related topic that are of interest to their group and prepare a group presentation in class. In this assignment, students will be encouraged to apply lifelong learning skills in searching nutrition related information, as well as to integrate the scientific knowledge and principles acquired in the subject.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Method | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Continuous Assessment</td> <td>70%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>a. Test</td> <td>15%</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b. Assignments, class participation</td> <td>20%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>c. Essay</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>d. Group Presentation</td> <td>15%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Examination</td> <td>30%</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> </tbody> </table> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | a | b | c | d | e | 1. Continuous Assessment | 70% | | | | | | a. Test | 15% | √ | | | | | b. Assignments, class participation | 20% | √ | √ | | | | c. Essay | 20% | √ | √ | √ | | | d. Group Presentation | 15% | √ | √ | √ | | | 2. Examination | 30% | √ | | √ | | |
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| | Total | 100 % | |
| | <p>Continuous Assessments include quizzes, class assignments, class and tutorial participation, group presentation:</p> <ol style="list-style-type: none"> 1. Class/home assignments and tests are aimed to evaluate and reinforce the understanding of the scientific aspects of eating and the role of nutrition in health maintenance. 2. Group presentation: The abilities of students to work effectively as team member and to communicate effectively during the presentation will be assessed. 3. Essay: The literacy of the students including their abilities to comprehend nutrition-related information, to think analytically and critically as well as to communicate in written form will be assessed. Students will be required to prepare an essay of at least 500 words. <p>For item 2 and 3, the students need to critically review the information available from various sources on nutrition and health, including newspapers and Internet, to recognize or solve the nutrition and health related issues.</p> | | |
| Student Study Effort Required | Class contact: | | |
| | ▪ Lecture | | 31 Hrs. |
| | • Seminar | | 8 Hrs. |
| | Other student study effort: | | |
| | ▪ Self-study | | 62 Hrs. |
| | ▪ Assignment | | 10 Hrs |
| | Total student study effort | | |
| Reading List and Reference | <p>Judith E. Brown, Nutrition Now. 8th edition, Cengage Learning, 2017. Janice Thompson & Melinda Manore (2013) Nutrition for Life. 3rd edition, Pearson education. Blake JS (2008) Nutrition & You. San Francisco: Pearson Education.</p> | | |