

Year	2020	Text
Assessment	2	
Assessment type	Case reflection	
Assessment title	The role of nutrition in health-related conditions	
Learning outcome	2. Appraise the role of nutrition in health-related conditions prevalent among the population in Aotearoa /New Zealand.	
Due dates	Monday, 31 August, 2020 by 9am	
Special notes	Upload to Moodle as a Word doc. <i>Turnitin</i>	
Word count	2,500 words ± 10% excluding references section	
Marks	/95	
Weighting	80%	

Assessment tasks

Review the case client scenario cited below and address each of the following points with regards to the case client:

1. Correctly name the condition and examine the epidemiology of anxiety or panic attacks? in the population in Aotearoa /New Zealand by:
 - a. Provide evidence about the prevalence of this condition in Aotearoa/New Zealand.
 - b. Explaining how the prevalence of the condition in Aotearoa /New Zealand has changed over the last 50-100 years. Compare this to global trends.
 - c. Discussing how the immigrant client becomes a national statistic in a condition of global concern.

2. Explore nutritional aspects that relate to the client's condition
 - a. Include two (2) possible explanations that connect the role of health promotion projects for nutrition to the condition.
 - b. Explore social influences on nutrition that are paralleled by changes in the condition's prevalence in NZ.
 - c. Discuss the role of naturopath as social advocate?

3. Present details of New Zealand's societal influences on food and nutrients that:
 - a. May have contributed or exacerbated the development of the condition
 - b. Are useful and therapeutic for supporting a client with the condition.
 - c. May become barriers to improving a client's prospects of change

4. Discuss how specific aspects of the case influence the nutritional options for 'the client' with this condition:
 - a. May have contributed to the development of the condition
 - b. May become barriers to improving this client's prospects of change

Note for Students: Use the Marking Grid for planning and as a final checklist before handing in your assessment.

Case client

Kalavita is a 5 year old Tongan girl, living in a 3-bedroom house in Grey Lynn. She has three older sisters, one younger brother (age 3) and dependent grandparents living in the same house. Her mother is a full-time mum and her father is a bus driver for Auckland Transport. Her school dental check has revealed severe dental caries.

MARKING GRID

Use the Marking Grid for planning and as a final checklist before handing in your assessment.

Assessment 1. The role of nutrition in health-related conditions *Turnitin*

Due date: Monday, 31 August, 2020 by 9am

Student Name:

Student ID:

SECTION 1: CONTENT

Assessment criteria	15-13	12-10	10-8	7-5	5-0 marks	Total	Tutor comments
Name the condition and examine the epidemiology of anxiety or panic attacks? in the population in Aotearoa /New Zealand by: a. Providing evidence about the prevalence of this condition in Aotearoa/New Zealand. b. Explaining how the prevalence of the condition in Aotearoa /New Zealand has	The epidemiological aspects are comprehensively identified and explained through points a-c.	The epidemiological aspects are identified, but explanation lacks clarity in some areas – be specific about why marks are deducted	The epidemiological aspects are identified clearly but not completely explained	The epidemiological aspects are neither completely identified or explained	The epidemiological aspects are poorly identified and lack explanation	/15	

<p>changed over the last 50-100 years. Compare this to global trends.</p> <p>c. Discussing how the immigrant client becomes a national statistic in a condition of global concern.</p>							
<p>Social changes in nutrition that are paralleled by changes in the condition's prevalence in NZ are explored. The student includes two (2) possible explanations that connect nutrition to the condition.</p>	<p>19-20 marks</p> <p>Social changes in nutrition that are paralleled by changes in the condition's prevalence in NZ are comprehensively explored. The student includes two (2) relevant explanations that connect nutrition to the condition.</p>	<p>15-18 marks</p> <p>Social changes in nutrition that are paralleled by changes in the condition's prevalence in NZ are broadly explored. The student includes two (2) possible explanations that mostly connect nutrition to the condition.</p>	<p>10-14 marks</p> <p>Social changes in nutrition that are paralleled by changes in the condition's prevalence in NZ are adequately explored. The student includes two (2) possible explanations that may connect nutrition to the condition.</p>	<p>5-9 marks</p> <p>Social changes in nutrition that are paralleled by changes in the condition's prevalence in NZ are inadequately explored. The student includes two (2) possible explanations that loosely connect nutrition to the condition.</p>	<p>0-4 marks</p> <p>Social changes in nutrition that are paralleled by changes in the condition's prevalence in NZ are poorly explored. The student includes two (2) possible explanations barely connect nutrition to the condition.</p>	<p>/20</p>	

	19-20 marks	15-18 marks	10-14 marks	5-9 marks	0-4 marks		
Details of societal influences on food and nutrients are presented that: May contribute to the development of the condition Are useful and therapeutic for supporting a client with the condition. May become barriers to improving a client's prospects of change.	Societal influences on food and nutrients are comprehensively discussed	Societal influences on food and nutrients are comprehensively discussed but a few key facets are missing	Societal influences on food and nutrients are discussed but a many key facets are missing	Societal influences on food and nutrients are comprehensively discussed only a few key facets are included	Societal influences on food and nutrients are poorly discussed. Many facets missing	/20	
	19-20 marks	15-18 marks	10-14 marks	5-9 marks	0-4 marks		
Specific aspects of the case that influence the nutritional options for 'the client' with this condition are discussed in relation to what: May have contributed to the development of the condition May become barriers to improving this client's prospects of change	Influences on nutritional options are comprehensively discussed.	Influences on nutritional options are competently discussed.	Influences on nutritional options are discussed	Influences on nutritional options are poorly discussed	Influences on nutritional options are not explained.	/20	

SECTION 2: ACADEMIC WRITING

Judgment criteria	8- 10 marks	6 - 7 marks	4-5 marks	2- 3 marks	0 - 1 mark	Total Marks	Comments
APA 6 th referencing / supporting detail. (Use of a minimum of 15 references with at least 3 being from primary sources (peer reviewed journals)	Current and pertinent evidence with integration of ideas. Accurate in-text and reference list	Relatively current, linked well throughout assignment. Accurate in-text and reference list	Meets requirements and is linked into body of assignment. Mostly accurate in-text and reference list	Limited evidence / only partly linked into body of assignment. Several errors in-text and reference list	Very little effective supporting detail. Multiple errors in-text and reference list	/10	
Synthesis of information	5 marks Articulate; very complete synthesis of information; use of paraphrasing; originality	4 marks Nearly complete synthesis of information; use of paraphrasing	3 marks Some synthesis of information; poor use of paraphrasing' little originality	2 marks Little or no synthesis of information; ideas and concepts are listed only	1 mark Does not really address the question	/5	
Structure and Style - Grammar, punctuation and spelling	5 marks Introduction is succinct and encourages reader to go on, well organised body with topic sentences and single topic paragraphs, which link together	4 marks Good general structure but needs improvement in one area.	3 marks Shows a general structure but needs improvement in two areas.	2 marks Structure attempted but needs major improvement in all areas	1 mark No structure evident but ideas are present	/5	

