

GE1344: NUTRITION AND WELLNESS

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Nutrition and Wellness

Subject Code

GE - Gateway Education

Course Number

1344

Academic Unit

Biomedical Engineering (BME)

College/School

College of Engineering (EG)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 3 - Science and Technology

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Are Dim Sum and red tea the reasons for Hong Kongers' world leading life expectancy? How does culture influence nutrition intake habits? Whether modern technology benefits or hurts wellness of mankind? The course will address these questions by looking into the role that nutrition plays in preventing disease, maintaining physical and mental wellness, and keeping young and vibrant appearance. Ethical issues related to food safety, regulation and environment pollution will also be discussed. Students are encouraged to think outside the box by interlinking nutrition and wellness problems with their backgrounds such as social science, business, arts, law and technology. They will not only gain knowledge in healthcare regimes but also develop critical thinking capacity by completing a mini project that solves their everyday nutrition and wellness issues. To provide an overview of the concepts and related topics about nutrition and wellness. To encourage creative thinking of students by interlinking nutrition related issues with social science, business, arts, law and other related fields. To enable students to investigate the role of nutrition-intake and dietary habits upon general wellness by conducting a mini project.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Define the basic concepts of nutrition, wellness and their relationships.			x	
2	Interpret impact of nutrition habits with social science, business, arts, law and other related concepts.		x	x	
3	Propose an idea which benefits people's wellness by interlinking student's home major with nutrition related problems.		x	x	
4	Demonstrate the idea with a mini-project.		x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lectures	To introduce basic concepts and their interlinks; To prepare students with critical ideas and principles by case studies.	1, 2	3 hours per week for a total of 39 hours

2	Tutorials	To watch educational videos on related topics and participate in discussion; To online search for relevant materials towards conducting a group project; To work on mini-project by team-working, with necessary guidance provided by the teacher/ tutor.	3, 4	1 hour per week for a total of 13 hours
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class Quizzes(individual)	1, 2	30	Several quizzes spread throughout the semester
2	Mini-project Proposal(team work)	3	10	By the middle of the semester
3	Mini-project Report (group)	2, 4	15	At the end of the semester
4	Oral Presentation(team work)	3, 4	15	At the end of the semester

Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

1.5

Additional Information for ATs

For a student to pass the course, at least 30% of the maximum mark for both coursework and examination should be obtained.

Assessment Rubrics (AR)**Assessment Task**

1. In-class Quizzes (individual)

Criterion

Describe the mechanical nutrition and wellness concepts and principles and provide suggestions and/or solutions to related real life problems.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Mini-project Proposal (team work)

Criterion

Identify and make a proposal on nutrition or wellness related problem and identify possible ways to solve it.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Mini-project Report (group)

Criterion

Analyse/solve the problem with the nutrition and/or wellness knowledge learned from the course.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

4. Oral Presentation(team work)

Criterion

Demonstrate the ideas formed in mini-project with team work.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

5. Examination

Criterion

Ability to describe and explain the basic knowledge and understanding on the related concepts and principles of nutrition, wellness and their relationships.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

- The Wellness Concept and the Role of Nutrition on Wellness: Physical and mental; Food choices; healthy eating; Anti-depressants; Herbal remedies; Aromatherapy; Beauty; Cosmetics.
- Life Cycle Nutrition: Child, Teen, and Elder Adult; Adolescents' attitudes; Metabolism; Aging.
- Food as Medicine: Health awareness; Prevention and cure; Carbohydrates; Lipids; Proteins and amino acids; Vitamins, minerals and supplements.

- Nutrition and Wellness in Developed and Developing Countries: Hunger and the global environment; Hong Kong.
- Wellness Products: Food safety and food technology; Law and regulations; Marketing and ethical issues; Media and culture influences.

Reading List

Compulsory Readings

Title	
1	Nutrition: concepts and controversies. Frances Sizer Webb. Belmont, Calif.: Wadsworth Cengage Learning, 2012. 12th ed.
2	Wellness: concepts and applications. David J. Anspaugh, Michael H. Hamrick, Frank D. Rosato. Anspaugh, David J., New York, NY: McGraw-Hill Higher Education, c2009. 7th ed.

Additional Readings

Title	
1	Wellbeing: A cross category approach to nutrition, health and beauty. By Siddika Moosa, ii Business Insights Ltd, 2002.
2	Hong Kong adolescents' attitudes toward healthy eating and knowledge of nutrition information in food labels. Kara Chan, Gerard Prendergast, Ka-wah Chan. Hong Kong: Hong Kong Baptist University, 2012.
3	Nutrition and traumatic brain injury: improving acute and subacute health outcomes in military personnel / Committee on Nutrition, Trauma, and the Brain, Food and Nutrition Board; John Erdman, Maria Oria, and Laura Pillsbury, editors; Institute of Medicine of the National Academies. Washington, D.C.: National Academies Press, c2011.
4	Ethical and Wellness Food and Drinks for Kids [CityU library electronic resource]: Key product trends and manufacturer strategies / Natasha Horton. 2008.
5	The economics of health and wellness [CityU library electronic resource]: anthropological perspectives / edited by Donald C. Wood. Bingley, U.K.: Emerald, 2007.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

2, 3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3, 4

PILO 3: Demonstrate critical thinking skills

3, 4

PILO 4: Interpret information and numerical data

2, 3

PILO 5: Produce structured, well-organised and fluent text

3

PILO 6: Demonstrate effective oral communication skills

4

PILO 7: Demonstrate an ability to work effectively in a team

3, 4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

2, 3, 4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Quiz Paper and Project Report.