

Introduction to Food as Medicine (OHTH2132) – Assessment 3

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| Subject Code and Title | Introduction to Food as Medicine (OHTH2132) |
| Assessment | Assessment 3 – Recipe and evidence-based report |
| Individual/Group | Individual |
| Length | Recipe page ~200 words Evidence-based report ~1000 words (+/- 10%) Not including reference list or appendices (i.e. supporting documents and screenshots) |
| Learning Outcomes | This assessment addresses Course Learning Outcomes 1-6. |
| Submission | Due by 11:55pm AEST/AEDT Sunday of Week 11 |
| Weighting | 40% |
| Total Marks | 100 marks |

Context

This assessment provides you with the opportunity to put your knowledge of ‘food as medicine’ to practical use. You will be asked to develop a recipe that adheres to the principles of ‘food as medicine’ making claims about who the recipe might be useful for and why. You will also specify who the recipe may not be suitable for and why.

To create your recipe you will select one hero ingredient and decide on an appropriate chapter that your recipe may be included in if it were to be published in a recipe book. Your recipe page should include clear instructions for ingredients and how to prepare the recipe, an accurate nutrition panel, an original photograph (taken by you), and a list of approximately five (5) claims about the recipe.

Your therapeutic claims should consider the nutrients and phytonutrients contained in the various foods in your recipe and how they may contribute to the therapeutic potential of the dish (i.e. their mechanism of action). You should consider the quality of the ingredients in your dish and whether factors in their journey from paddock-to-plate-to-person may impact on their therapeutic potential.

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You will need to consider any potential adverse effects the dish may have and who it may not be suitable for. This may include people with certain medical conditions or who are taking certain medications. It may also include people who may not be able to include any of the ingredients due to allergy or intolerance or because of religious or personal (ideological) food restrictions.

Note: No recipe is perfect or suitable for everyone. Your role is to develop a recipe that reflects the core principles and learning from the course. You should consider factors that influence people's food choices such as taste, texture, visual appeal, cost and accessibility of ingredients, time and ease of preparation.

This assessment addresses the following Learning outcomes:

CLO 1. Make informed choices about healthy food options.

CLO 2. Describe the origins, philosophies and basic principles of food as medicine.

CLO 3. Locate and evaluate information on the therapeutic benefits of foods, nutrients and phytonutrients.

CLO 4. Discuss the emerging field of functional foods and how food can be utilised to enhance wellbeing and complement conventional treatment approaches in common diseases.

CLO 5. Review the basis for the regulation of foods and the factors involved in assessing food quality, safety and therapeutic claims.

CLO 6. Explain the issues relating to the wider social context of food production and consumption.

Instructions

What is required for this assessment:

- You will develop a recipe that reflects the core principles and learning from the course.
- You will make specific claims regarding the recipe and who it would be beneficial for and who it may not be suitable for.
- You will prepare a report substantiating the claims you have made about the recipe using the most authoritative resources and providing relevant supporting documentation.

Structure and format of this assessment:

- Choose ONE of the following 'hero ingredients':
 - Alternative grains (e.g. quinoa, farro, buckwheat etc)
 - Chia seeds
 - Cruciferous vegetables (e.g. kale, cauliflower, broccoli etc)
 - Fermented foods (e.g. kefir, sauerkraut, kimchi etc)
 - Green tea
 - Kangaroo
 - Nuts (pick one or a combination)
 - Tomato
 - Turmeric
 - Note: If you have a different ingredient you would really like to 'hero' please discuss it with the course co-ordinator before proceeding.
- Choose ONE the following recipe chapter titles:
 - 1. Start-the-day-right breakfasts
 - 2. On-the-go lunches
 - 3. Easy budget-conscious dinners
 - 4. Healthy sides and condiments
 - 5. Super-snacks
 - 6. Therapeutic recipes
- Recipe page (~200 words)
 - Using your hero ingredient, develop a recipe that would be suitable for the recipe chapter you have chosen. Your recipe should contain at least three other well considered ingredients but your report will focus on your hero ingredient. Try to keep your recipe relatively simple, inexpensive and appealing to your audience.
 - Your recipe must be original and should reflect the key concepts and principles presented throughout the course and consider factors that influence people's food choices.
 - The recipe page must include the name of the chapter, the name of the recipe, ingredients, instructions, an original photograph, nutritional panel and summary of claims. You should also include your name and/ or student number.
 - You should include a variety of claims (approximately five) that reflect the therapeutic benefits of the foods in your recipe, nutrients and phytonutrients; food quality and safety issues; and the wider social context of food production and

consumption. You won't necessarily be able to cover everything so choose the issues that you think are most important and demonstrate broad understanding of the course content and food as medicine principles. Ensure the claims relate to the dish as a whole not just individual ingredients.

- The recipe page does not need to be referenced but all claims must be substantiated and referenced in the accompanying report.
- Your recipe page needs to be formatted in portrait layout, on a single A4 page and saved as a pdf.
- Please use the following title format when saving your pdf: Chapter#. NameOfRecipe e.g. '6. *Turmeric panacotta*' (do not include your name).
- Your recipe page may be shared with other members of the class so that each student receives an electronic recipe book at the conclusion of the teaching period. Only the recipe pages will be shared. The evidence-based report and other supporting documents will not be shared. Students may omit their name from the recipe page if they prefer to remain anonymous (student numbers should still be included).
- Evidence-based report (~1000 words)
 - Please **use the template provided** to prepare your report.
 - Prepare an evidence-based report to substantiate the claims you made on your recipe page.
 - Use the most authoritative and relevant sources of information to substantiate your claims.
 - Include in-text citations to acknowledge your sources of information (these must align with your reference list).
 - Format your evidence-based report with 1.5 line spacing, size 11-point Calibri font and page numbering.
 - The 1000-word limit for the evidence-based report does not include the recipe page, reference list or any supporting documents in the appendices. Word limits must be correct and will be checked for accuracy. In fairness to other students, marks will be deducted for deviating from the word limit by >10% (deduction of 10% for every 100 words).
- Reference list
 - A minimum of eight (8) authoritative references should be used to prepare your report. You will most likely need more.

- Your assessment must include in-text citations and a full reference list.
- Use a consistent referencing style paying specific attention to the requirements for referencing websites. Common styles include APA (author-date format) or Vancouver (number format). The RMIT Library has a variety of useful resources and referencing guides to assist you (<http://www1.rmit.edu.au/library/referencing>)
- Appendices (supporting documents)
 - Your appendices may include screen shots etc to substantiate the evidence you include in your report but should not include information that belongs in the report. For example, in your report you may write about how you determined the nutritional benefits of the ingredients in your recipe and which resources you used etc. In the appendices you may include screenshots of the calculations you used, steps taken to create your nutrition panel etc. Refer to the exemplar for some ideas

How to submit your assignment

- The three elements of the assessment should be saved and uploaded separately
- The recipe page must be saved as a pdf document (single page, A4, portrait) and uploaded separately to the evidence-based report and appendices
- The evidence-based report and appendices can be saved as either a doc, docx or pdf file
- Ensure that you upload all three documents in the 'Assignment' section of the course site

How to include references in your evidence-based report:

- You may use research (ideally recent studies) or authoritative sources to support your ideas.
- Resources should be the highest quality available to answer your question and where possible should be relevant to Australia.

For example:

- Nutrition Panel (recipe page) – you should use an authoritative Australian resource to prepare your nutrition panel. For example:
 - Food Standards Australia New Zealand (FSANZ), Nutrition Panel Calculator, <http://www.foodstandards.gov.au/industry/npc/Pages/Nutrition-Panel-Calculator-introduction.aspx>
- Nutrient content – you should use Australian databases, as nutrient sources can vary substantially between different regions. For example:
 - Xyris software, FoodWorks Professional, <https://xyris.com.au/free-trial/>. Please note that FoodWorks is designed for the Windows environment. If you want to install and run FoodWorks on a Mac you will need additional software. For more information

see: [Is there a Mac version of FoodWorks?](#) and [How to install and run FoodWorks on a Mac.](#)

- Please note that it is **not mandatory to use this program** but it can save you some time. If you find it useful by all means use it, but if it is causing you unnecessary stress just do the calculations manually.
- If you prefer not to use Foodworks you can use the Australian Food Composition Database (previously called NUTTAB) that is produced by Food Standards Australia New Zealand (FSANZ) (see below) and calculate the nutrient amounts manually. If you do this you will need to include all of the ingredients (with the exception of any very small ingredients such as spices that may not contribute greatly the overall nutritional benefits of the whole dish). Whichever method you use make sure that you explain it in your Evidence-based report and attach any relevant screenshots in your Appendix.
- FSANZ. (2019). Australian Food Composition Database (AFCD). from Food Standards Australia New Zealand
<https://www.foodstandards.gov.au/science/monitoringnutrients/afcd/Pages/default.aspx>
- To identify which nutrients contribute well to the persons recommended daily intake (RDI) you should use Australian RDIs. For example:
 - Eat for Health, Daily nutrient requirements calculator,
<https://www.eatforhealth.gov.au/node/add/calculator-nutrients>
 - Eat for Health, Calculate your daily energy needs,
<https://www.eatforhealth.gov.au/node/add/calculator-energy>
 - National Health and Medical Research Council (NHMRC), Nutrient Reference Values,
<https://www.nrv.gov.au/node/add/nutrients-energy-calc>

Other useful resources include:

- To assist you in designing your recipe page:
 - Canva, Create a Design, <https://www.canva.com/create-a-design>
- If you need to convert weight and volume:
 - Aqua-Calc, Food Weight to Volume conversions, <https://www.aqua-calc.com/calculate/food-weight-to-volume>
- To get an overview of the foods in your recipe. Note: where possible you should always try to track down the original primary source of information and cite that.
 - George Mateljan Foundation, The World's Healthiest Foods,
<http://whfoods.org/foodstoc.php>

- Braun, L, and M Cohen, Herbs & Natural Supplements: An Evidence Based Guide (4th Edition). Australia: Elsevier, 2015.

How to prepare for completing this assessment:

- Participate in class discussions and activities.
- Complete readings and practice quizzes.
- Watch the instruction videos for useful resources and how to use them.
- Review the exemplars to give you some ideas for formatting, resources etc.
- Ensure that you read the assessment task and marking rubric carefully.
- Ask questions in the course discussion forum 'Course queries' if you require clarification.
- You should allocate approximately 15 hours to complete this assessment.

How you will be assessed:

- You will be assessed on the following criteria:
 - Recipe (20%) – including ingredients, instructions, photograph, nutritional panel and summary of claims
 - Evidence-based Report: Knowledge and understanding and synthesis of information (40%)
 - Evidence-based Report: Substantiation and referencing (20%)
 - Effective Communication (20%)
- Use the rubric (below) to guide you in which areas to focus on. You will also find the rubric on the Assignment page in the course site.

Submission Instructions

Submit your Assignment via the 'Assignments' page in the Introduction to Food as Medicine (OHTH2132) course site. Once marked feedback can be viewed in the Grades area.

You will need to submit the following:

- A copy of your recipe page (pdf format). The recipe page must be saved as a pdf document and uploaded separate to the evidence-based report and appendices. This page will be used to compile the recipe book for the class.
- A copy of your evidence-based report with reference list. The evidence-based report can be saved as either a doc, docx or pdf file.

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- An appendix containing any supporting information pertaining to your assignment. The appendices can be saved as either a doc, docx or pdf file.
- The three elements of the assessment should be saved and uploaded separately
- Ensure that you upload all three documents

Assessment Rubric

| Assessment Criteria | Undeveloped 0-49% | Satisfactory 50-59% | Proficient 60-69% | Advanced 70-79% | Excellent 80-99% | Exemplary 100% |
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| <p>Recipe page Including ingredients, instructions, original photograph, nutritional panel and summary of claims</p> <p>Weight: 20%</p> <p>Information is clear, accurate and very well organised making it easy for another person to follow. Provides excellent detail but is presented succinctly.</p> <p>Summary of claims are accurate and reflect informed choice about what constitutes a healthy food, as well as</p> | <p>Recipe page is unsatisfactory.</p> <p>Demonstrates misunderstanding of some key concepts and principles presented throughout the course.</p> <p>Some sections may be incomplete or inaccurate.</p> | <p>Your recipe looks tasty and nutritious and you have generally covered the key requirements for the recipe page.</p> <p>Mostly reflects a functional understanding of key concepts and principles presented throughout the course. Some</p> | <p>Recipe page looks appealing, includes key components and generally reflects a good understanding of the concepts covered in the course.</p> <p>Contains clear and accurate information.</p> | <p>Recipe page is appealing and provides clear and accurate information with a variety of appropriate claims.</p> <p>Demonstrates advanced understanding of key concepts and principles presented</p> | <p>Recipe page is highly appealing and provides clear and accurate information with a variety of appropriate claims.</p> <p>Demonstrates excellent understanding of key concepts and principles presented</p> | <p>Recipe page is expertly produced and provides clear and accurate information with a variety of appropriate claims.</p> <p>Demonstrates exceptional understanding of key concepts and principles presented</p> |

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| <p>key concepts and principles presented throughout the course.</p> <p>Recipe adheres to food as medicine principles including issues relating to the wider social context of food production and consumption, and consideration of factors that influence people's food choices.</p> <p>Contains an original photograph with appealing presentation.</p> <p>Nutrition panel is accurate (supported by screen shots in the appendix) and based on appropriate sources. (5 marks deducted if not included)</p> <p>A variety of claims are included covering the therapeutic benefits of foods, nutrients and phytonutrients; food quality, safety and regulation; and considering the wider social</p> | | <p>minor misunderstandings may be evident.</p> <p>Most sections completed with reasonable detail.</p> | <p>All sections completed with reasonable detail.</p> | <p>throughout the course.</p> <p>All sections completed with good detail.</p> | <p>throughout the course.</p> <p>Recipe page provides excellent detail but is presented succinctly.</p> | <p>throughout the course.</p> <p>Recipe page provides exceptional detail but is presented succinctly.</p> |
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| <p>context of food production and consumption.</p> <p>All sections are completed thoroughly.</p> <p>Recipe page is correctly formatted (single page, A4, portrait, pdf)</p> | | | | | | |
| <p>Evidence-based Report: Knowledge, understanding and synthesis of information</p> <p>Weight: 40%</p> <p>All claims are justified using robust evidence, including: the therapeutic benefits of foods, nutrients and phytonutrients; food quality and safety; and the wider social context of food production and consumption.</p> | <p>Key components of the assessment are not addressed.</p> <p>Limited understanding of required concepts and knowledge.</p> <p>May contain incorrect</p> | <p>Key components are present and directly related to the topic, but one or more points may lack detail and development.</p> <p>Demonstrates functional understanding of required</p> | <p>Key components are present and directly related to the topic.</p> <p>Demonstrates proficient understanding of the many therapeutic, nutritional,</p> | <p>All components are present and directly related to the topic.</p> <p>Demonstrates advanced understanding of the many therapeutic, nutritional, paddock-to-plate and safety issues</p> | <p>All components are present and directly related to the topic.</p> <p>Demonstrates a sophisticated understanding of the many therapeutic, nutritional, paddock-to-plate and safety</p> | <p>All components are expertly presented.</p> <p>Demonstrates an expert understanding of the many therapeutic, nutritional, paddock-to-plate and safety issues covered</p> |

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| <p>Demonstrates understanding of key concepts and principles presented throughout the course.</p> <p>Information and terminology are accurate.</p> <p>Demonstrates a capacity to explain and apply relevant concepts to new situations, with analysis and synthesis of new and existing knowledge.</p> <p>Demonstrates systematic and critical understanding of the context and/or purpose of the assessment.</p> | <p>information or terminology.</p> <p>Unable to clearly explain and apply relevant key concepts.</p> <p>Demonstrates little awareness of context and/or purpose of the assessment.</p> | <p>concepts and knowledge.</p> <p>Information and terminology are mostly correct but may contain minor errors.</p> <p>Mostly able to explain and apply relevant key concepts.</p> <p>Demonstrates awareness of context and/or purpose of the assessment.</p> | <p>paddock-to-plate and safety issues covered throughout the course.</p> <p>Information and terminology are correct.</p> <p>Demonstrates a capacity to explain and apply relevant key concepts.</p> <p>Demonstrates consistent awareness of context and/or</p> | <p>covered throughout the course.</p> <p>Appropriate use of information and terminology.</p> <p>Demonstrates an advanced capacity to explain and apply relevant concepts.</p> <p>Demonstrates an advanced and integrated understanding of context and/or purpose of the assessment.</p> | <p>issues covered throughout the course.</p> <p>Excellent use of the most relevant information and terminology.</p> <p>Demonstrates mastery of concepts and application to new situations.</p> <p>Arguments are clearly justified based on the deep analysis/synthes</p> | <p>throughout the course.</p> <p>Exceptional use of the most relevant information and terminology.</p> <p>Demonstrates exceptional mastery of concepts and application to new situations.</p> <p>Arguments are clearly justified based on the deep</p> |
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| | | | purpose of the assessment. | | is of information. Consistently demonstrates a systematic and critical understanding of the context and purpose of the assessment. | analysis/synthesis of information. Consistently demonstrates an expert understanding of the context and purpose of the assessment. |
| <p>Evidence-based Report:</p> <p>Substantiation</p> <p>Weight: 20%</p> <p>Demonstrates ability to locate, evaluate, analyse and synthesise information from authoritative,</p> | <p>Demonstrates inconsistent use of authoritative, credible and relevant resources to</p> | <p>Demonstrates use of relevant resources to support and develop ideas, but these are not always the most authoritative,</p> | <p>Demonstrates use of authoritative, credible and relevant resources to support and develop ideas.</p> | <p>Consistently uses authoritative, credible and relevant resources to support and</p> | <p>Consistently uses the most authoritative, credible and relevant resources to support and develop</p> | <p>Expertly uses the most authoritative, credible and relevant resources to support and develop</p> |

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| <p>credible and relevant resources to support and develop arguments.</p> <p>Resource choices reflect expert judgement, intellectual independence, rigor and adaptability.</p> <p>Systematically and critically discriminates between assertion of personal opinion and information substantiated by robust evidence from research/course materials and extended reading.</p> <p>Supporting documents (appendices) provide clear evidence of ability to locate and evaluate authoritative information to support arguments.</p> <p>Correct application and formatting of in-text citations and reference list e.g. consistent use of APA formatting, all bibliographical</p> | <p>support and develop ideas.</p> <p>Please ensure that you are clear on what constitutes an authoritative source of information and favour recent, high quality primary sources (please refer to session 1.2).</p> <p>Supporting documents may be lacking or lack relevance.</p> <p>May contain critical errors in</p> | <p>credible and relevant sources (please refer to session 1.2).</p> <p>Does not always reflect expert judgement, intellectual independence, rigor and adaptability.</p> <p>Would benefit from greater discrimination between personal opinion and information substantiated by robust evidence.</p> | <p>Some exceptions (please refer to session 1.2).</p> <p>Reflects growing judgement, intellectual independence, rigor and adaptability.</p> <p>Generally discriminates between personal opinion and information substantiated by robust evidence.</p> | <p>develop arguments.</p> <p>Reflects judgement, intellectual independence, rigor and adaptability.</p> <p>Consistently discriminates between assertion of personal opinion and information substantiated by robust evidence from research/course materials and extended reading.</p> | <p>arguments.</p> <p>Reflects excellent judgement, intellectual independence, rigor and adaptability.</p> <p>Systematically and critically discriminates between assertion of personal opinion and information substantiated by robust evidence from the research/course</p> | <p>arguments.</p> <p>Reflects expert judgement, intellectual independence, rigor and adaptability. You have demonstrated exceptional understanding and application of the criteria. Excellent work!</p> |
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| <p>information included, alphabetical order, complete website references, in-text citations etc.</p> | <p>referencing (in-text citations and/ or reference list). Please review APA requirements for referencing.</p> | <p>Some use of supporting documents/ calculations to substantiate arguments. Appropriate use of referencing (in-text citations and/ or reference list). May contain minor errors in formatting. Please review APA requirements for referencing.</p> | <p>Proficient use of supporting documents / calculations to substantiate arguments. Appropriate use of referencing (in-text citations and/ or reference list).</p> | <p>Advanced use of supporting documents / calculations to substantiate arguments. Appropriate use of referencing (in-text citations and/ or reference list).</p> | <p>materials and extended reading. Excellent use of supporting documents / calculations to substantiate arguments. Appropriate use of referencing (in-text citations and/ or reference list).</p> | |
| <p>Effective Communication</p> | <p>Difficult for the audience to</p> | | <p>Line of reasoning is</p> | <p>Very well presented</p> | <p>Excellent presented</p> | <p>Expertly presented,</p> |

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| <p>Weight: 20%</p> <p>Engages and sustains the audience’s interest in the topic.</p> <p>The presentation is logical, persuasive, and demonstrates a clear flow of ideas and arguments.</p> <p>Ideas are presented clearly with appropriate use of language, spelling and grammar. Demonstrates high levels of cultural sensitivity.</p> <p>Formatting and structure adhere to the assessment guidelines.</p> | <p>follow the line of reasoning.</p> <p>Lacks attention to appropriate language, logical/clear structure, flow of ideas, formatting, spelling and/ or grammar.</p> <p>Please proof read your work carefully, there are some tips in the FAQ section of the course site that may assist.</p> | <p>Line of reasoning is sometimes difficult to follow.</p> <p>Mostly appropriate use of language, logical/clear structure, flow of ideas, formatting, spelling and/ or grammar.</p> <p>Would benefit from more thorough proof reading as there are grammatical errors that are affecting the readability of some sentences</p> | <p>easy to follow and engages the audience.</p> <p>Appropriate use of language, logical/clear structure, flow of ideas, formatting, spelling and/ or grammar.</p> <p>Exceptions are minor and do not affect audience understanding.</p> | <p>engaging the audience in a logical, persuasive, argument.</p> <p>Consistent use of appropriate language, formatting, spelling and/ or grammar.</p> | <p>engaging and sustaining the audience’s interest in the topic.</p> <p>Logical, persuasive, and demonstrates a clear flow of ideas and arguments</p> <p>Excellent use of language, formatting, spelling and/ or grammar.</p> | <p>engaging and sustaining the audience’s interest in the topic at all times.</p> <p>Logical, persuasive, and demonstrates an expert flow of ideas and arguments</p> <p>Exceptional use of language, formatting, spelling and/ or grammar.</p> |
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| | | and thus the flow of ideas. | | | | |
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