



# NUTR12001 *Human Nutrition*

## Term 1 - 2018

Profile information current as at 21/04/2024 01:57 am

All details in this unit profile for NUTR12001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit relates the principles of nutrition and the role of nutrition in the maintenance of health and prevention of disease across the life span. Detailed study of food and nutrient requirements, energy balance, body composition and weight management, and nutrition assessment of individuals and population groups, will be undertaken with a view to developing the background to provide appropriate nutritional advice to groups within a community setting. This unit will also explore food and nutrition requirements for individuals involved in sports and exercise.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2018

- Distance
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Discussion**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Presentation and Written Assessment**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluation feedback

##### Feedback

The Learning and Assessment Guides provided clear and comprehensive information about the unit including expectations and assessment tasks.

##### Recommendation

Continue providing these guides.

#### Feedback from Unit Coordinator reflection on 2017 teaching delivery and student feedback

##### Feedback

Larger cohort of students enrolled in the unit dictates a review and possible change to assessment tasks, in particular the group discussion task.

##### Recommendation

A full review of assessment tasks will be undertaken for 2018 as well as review of required learning from this unit by each of the different disciplines/programs that have students enrolled.

#### Feedback from Student evaluation feedback

##### Feedback

Some students dissatisfied with the recorded lectures (depth, clarity, verbal presentation) and overall explanation of assessment tasks.

##### Recommendation

All lectures and unit materials related to assessment tasks (including explanation of tasks) will be reviewed for 2018.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
2. Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
3. Explain the concepts of energy balance, body composition and weight management.
4. Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
5. Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.
6. Explain the role of food and nutrition in sport and exercise.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Group Discussion - 30%</b>	•	•		•		•

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
2 - Presentation and Written Assessment - 30%		•	•		•	
3 - Written Assessment - 40%	•		•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication			•	•	•	•
2 - Problem Solving						•
3 - Critical Thinking		•	•	•	•	•
4 - Information Literacy		•	•			•
5 - Team Work			•	•	•	
6 - Information Technology Competence			•			
7 - Cross Cultural Competence						
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 30%	•		•	•	•	•				
2 - Presentation and Written Assessment - 30%	•		•	•						
3 - Written Assessment - 40%			•	•						

## Textbooks and Resources

### Textbooks

NUTR12001

#### Prescribed

##### Food, Nutrition and Health

Edition: First (2013)

Authors: Linda Tapsell

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780195518344

Binding: Paperback

#### Additional Textbook Information

This text is available as a paperback OR e-Book . Both are available at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au>

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom videoconferencing - can be installed via Moodle

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sue Williams** Unit Coordinator

[s.p.williams@cqu.edu.au](mailto:s.p.williams@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Nutrition	1, 2 and 3	List of postings from The Conversation will be available in the Assessment Resources tab on unit Moodle site.

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Food: The Primary Source of Energy and Nutrients	4	Group allocations will be available in the Assessment Resources tab on unit Moodle site by end of week 2

**Week 3 - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Extending Knowledge of Food Components	5	

**Week 4 - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Categorising Foods in Terms of Nutrient Content and Healthy Diets	6 and 7	

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition Tools: Dietary Assessment, Food Databases and Dietary Modelling	12	Initiation of posting for group discussion due this week

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Consider other student posts and contribute to your group discussion of the topics

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Role of Food and Nutrition in Sport and Exercise	Supplementary materials will be provided	Consider other student posts and contribute to your group discussion of the topics

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During the Lifecycle: Pregnancy and Lactation	8	Consider other student posts and contribute to your group discussion of the topics  <b>Written Assessment - Nutrition assessments, recommendations and guidelines</b> Due: Week 7 Friday (27 Apr 2018) 5:00 pm AEST

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During the Lifecycle: Infancy and Childhood	9	Consider other student posts and contribute to your group discussion of the topics

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During the Lifecycle: The Prevention of Chronic Disease in Adulthood	10	<b>Group Discussion - Report of Conversations in Nutrition</b> Due: Week 9 Friday (11 May 2018) 5:00 pm AEST

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition During the Lifecycle: Nutritional Needs of Older Adults	11	

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Food and Nutrition Policy and Practice	13, 14 and 15	

## Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Presentation and Written Assessment - Nutrition and nutrition related conditions at different stages of the lifecycle</b> Due: Week 12 Friday (1 June 2018) 5:00 pm AEST

## Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

## Assessment Tasks

### 1 Group Discussion - Report of Conversations in Nutrition

#### Assessment Type

Group Discussion

#### Task Description

In small groups (approximately 10 students) you will explore and discuss current nutrition topics, issues and controversies, decipher nutrition-related information, appreciate the lived experiences of others, and develop skills in using and communicating reliable information, in a supported and moderated online environment.

This task includes four (4) components:

1. Review and exploration of at least four (4) postings and discussions related to food and nutrition, held in **The Conversation** in recent years,
2. Initiation of one (1) posting for discussion in your allocated group,
3. Contribution of comments and discussion to at least three (3) other student postings in your group, and
4. Development and submission of a short report (1-2 pages) of your group conversations in nutrition.

#### To complete this task you will be required to:

#### 1. Review and explore postings and discussions of at least four (4) topics related to food and nutrition, held in The Conversation:

NOTE: *The Conversation* (<https://theconversation.com/au/topics/food-and-nutrition-61>), is a website that offers informed commentary and debate on issues affecting the world). In this unit, we will be reviewing postings related to food and nutrition.

- In Week 1 of term (via the unit Moodle site), you will be provided with a list of postings that have occurred in **The Conversation** in recent years.
- From this list of postings, you will be required to choose four (4) postings made by experts to The Conversation to read through and explore. You should consider the information included in these postings with a critical perspective and consider the information in relation to what you personally know or believe about the topic at present. Your review of postings should include review and reading of any additional information hyperlinked within the posting. Your review of the information included in these experts postings aim to stimulate your personal thoughts and opinions on these topics that relevant to our learning in this unit and promo.

#### 2. Initiate one (1) posting for discussion in your allocated group:

- In week 2, you will be randomly allocated to a small group (approximately 10 students) and provided with

- a group space in the unit Moodle site in which to conduct your group discussions of topics.
- By the end of week 5, you are expected to have initiated at least one (1) posting for discussion in your allocated group.
- Your initial posting should include some background information on your topic and hyperlinks to external sources and/or evidence from other studies or reports - similar to the posts that you see in The Conversation.
- Your post should be approximately 300-450 words in length.
- You will include a bibliography at the end of your post and provide hyperlinks to any journal articles or external sources if explicitly noted or referred to in your post.

### **3. Contribute comments and discussion of at least three (3) other topics posted by other students in your allocated group:**

- Between weeks 5 and 8, you are required to contribute comments and/or follow up discussion to at least three (3) other topics posted by other students in your allocated group.
- These discussion contributions should include a balance of your personal experiences and opinions (anecdotal) as well as any additional scientific evidence or evidence based sources that you consider of value in supporting your comments and building on your group discussions.
- There are no minimum or maximum expectations for word length of your follow-up discussion contributions.

### **4. Develop and submit a short report on your group conversations:**

- This report is due for submission in week 9.
- Your report should include a: Copy of your initial posting; Summary of discussions contributed by other students subsequent to your post (For example: How many students responded, the level of agreement or disagreement on the topic in your group, the extent of deviation from the original topic), and a Statement that provides an overview of what you have learnt as a result of your groups discussions during the term.

#### **Assessment Due Date**

Week 9 Friday (11 May 2018) 5:00 pm AEST

Initial posting to group discussion is due by the end of Week 5 (5.00pm Friday 6th April). Report of your group discussion task is due at the start of week 9 (5.00pm, Monday 7th May).

#### **Return Date to Students**

Week 11 Friday (25 May 2018)

#### **Weighting**

30%

#### **Minimum mark or grade**

You are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the unit.

#### **Assessment Criteria**

Detailed marking criteria will be available in the unit Assessment Guide that will be available in the Assessment Resources tab in Moodle. These criteria will be based on:

- Background information included in initial posting - depth and clarity
- Links to external sources - relevance and function
- Length of initial post
- Bibliography and referencing - relevance and accuracy
- Summary statement - clarity and succinctness
- Learning statement - thoughtfulness and insightfulness.

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
- Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
- Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.



- Explain the role of food and nutrition in sport and exercise.

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## 2 Written Assessment - Nutrition assessments, recommendations and guidelines

### Assessment Type

Written Assessment

### Task Description

You will conduct a nutrition assessment and consider outcomes in relation to recommendations for food and nutrient intakes, lifestyle behaviours and best practices.

This task includes two (2) components:

1. Nutrition assessment, and
2. Written report.

### To complete this task you will be required to:

- 1. Conduct a nutrition assessment** on a family member or friend that includes a: diet history, 3 day food record, 24 hour food recall and anthropometric measures (templates will be provided on the unit Moodle site).
- 2. Develop a written report** that discusses the following:
  - Issues encountered during the conduct of your nutrition assessment, how these align with evidence based processes, and any other assessment methods you believe would have enhanced the quality of information collected in your nutrition assessment (include evidence based justification).
  - Advantages and disadvantages of diet histories and 3 day food records and any issues that you believe will impact the validity and reliability of your nutrition assessment.
  - Comparison of the individual's food intakes in relation to the Australian Guide to Healthy Eating (AGTHE) recommendations for serves of each food group (including discretionary foods) (To be presented in table format).
  - Evaluation of the foods that are main sources of macronutrients (carbohydrates, protein, saturated fat, mono and polyunsaturated fats) and key micronutrients (Vitamin D, calcium and iron) and an evidence based suggestion for dietary modifications and food choices that would help increase or decrease intakes to better align with recommendations.
  - Suggestions for change in dietary intakes that you consider necessary for this individual to help them meet recommendations for a healthy diet as outlined in the Australian Dietary Guidelines (ADG) and the Australian Guide to Healthy Eating (AGTHE). (NOTE: Your recommendations should be based on evidence that underpins guidelines and recommendations included in the ADG and AGTHE) (To be presented in table format).
  - Comparison of the individual's anthropometric measures in relation to current Australian standards/recommendations for Body Mass Index and Waist Circumference.
  - Suggestions for lifestyle behaviours that you consider necessary for this individual to manage their body weight and body composition both now and in the future (this may require consideration of the individuals participation in sport and exercise and associated recommendations).

### Assessment Due Date

Week 7 Friday (27 Apr 2018) 5:00 pm AEST

### Return Date to Students

Week 10 Friday (18 May 2018)

### Weighting

40%

### Minimum mark or grade

You are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the unit.

### Assessment Criteria

Detailed marking criteria will be available in the unit Assessment Guide that will be available in the Assessment Resources tab in Moodle. These criteria will be based on:

- Demonstrated understanding of evidence related to the conduct of nutrition assessments, the Australian Dietary

- Guidelines (ADG), Australian Guide to Healthy Eating (AGTHE) and Australian Guidelines for Physical Activity.
- Critical evaluation of food intakes and demonstrated understanding of food sources of nutrients
- Accuracy and rigor in conducting nutrition assessments including anthropometric measures.
- General submission criteria
- Referencing
- Quality of writing.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Describe the use and limitations of food selections guides, nutrient recommendations and dietary guidelines used in Australia.
- Explain the concepts of energy balance, body composition and weight management.
- Describe the use and limitations of nutrition assessment methodologies for individuals and population groups.
- Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.
- Explain the role of food and nutrition in sport and exercise.

### Graduate Attributes

- Critical Thinking
- Information Literacy

## 3 Presentation and Written Assessment - Nutrition and nutrition related conditions at different stages of the lifecycle

### Assessment Type

Presentation and Written Assessment

### Task Description

You will conduct research of primary evidence for one of the following population groups, to develop an academic poster presentation and handout that demonstrates your understanding of the role of specific macronutrients and micronutrients in the development of one (1) nutrition-related disease/condition and the risk and protective factors associated with the disease/condition. Population groups to choose from include:

- Infants
- Children
- Adolescents
- Adults
- Older adults

This task includes two (2) components:

1. Academic poster presentation, and
2. Poster handout.

### **To complete this task you will be required to:**

#### **1. Conduct research and explore evidence that relates to your chosen population group and nutrition-related disease or condition.**

The information, evidence and understanding gained from your research is formative to the development of your poster presentation.

NOTE: Your poster and handout are the only aspects of this task that will be submitted for marking.

#### **2. Develop an academic poster presentation that includes the following:**

- Introduction/background to the nutrition-related disease/condition (NRD/C) in your chosen population group.
- Overview and discussion of the types of studies and level of evidence that exists for your NRD/C in your chosen group.
- One (1) graph that shows current prevalence rates of your NRD/C in your chosen group and in comparison to either other population groups or other countries.
- One (1) table that shows the risk and protective factors for your NRD/C with consideration for factors that may exist across different population groups.

- Summative statement on the results of your research and the implications of this disease/condition on the health and wellbeing of Australians.

### **3. Develop a poster handout that provides:**

- A single page executive summary of your research findings that aligns with information included in your poster,
- More detail than your poster, and
- At least one (1) table OR graph that acts in support of your writing.

#### **Assessment Due Date**

Week 12 Friday (1 June 2018) 5:00 pm AEST

#### **Return Date to Students**

Exam Week Friday (15 June 2018)

#### **Weighting**

30%

#### **Minimum mark or grade**

You are required to obtain at least 50% of allocated marks for this assessment task, in order to pass the unit.

#### **Assessment Criteria**

Detailed marking criteria will be available in the unit Assessment Guide that will be available in the Assessment Resources tab in Moodle. These criteria will be based on:

#### **Poster and Handout:**

- Quality of writing – clarity, simplicity, fluency, grammar, spelling
- Depth and breadth of research - focus on topic, number of scientific/evidence-based sources
- Accuracy in interpretation of research findings
- Construction and presentation of graphs and tables
- Content and organisation of the poster – including introduction, results, conclusion, visual appeal/ease of reading, font size
- References – number, accuracy (inclusion in both poster and handout)
- Alignment between Poster and Handout.

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Discuss individual nutrients, and describe their contribution to, and requirements for, a healthy diet.
- Explain the concepts of energy balance, body composition and weight management.
- Demonstrate understanding of common nutrition-related diseases and conditions affecting Australians.

#### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem