



# NUTR12002 *Nutrition in Practice*

## Term 2 - 2017

Profile information current as at 19/05/2024 12:02 pm

All details in this unit profile for NUTR12002 have been officially approved by CQUUniversity 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 is an advanced unit in nutritional practice which builds on prior learning in the course in the areas of nutrition, biochemistry and physiology. On completion of the unit students should have an understanding of nutritional assessment, understanding of lifespan nutrition, and the relationship between nutrition and disease across the various stages of the lifespan.

#### 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

Prerequisite: NUTR19001 Nutrition OR NUTR12001 Human Nutrition OR BMSC11006 Food, Nutrition and Health

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 2 - 2017

- 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 Work**

Weighting: 30%

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

Weighting: 30%

#### 3. **Examination**

Weighting: 40%

### 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 course evaluations

##### Feedback

Literature review assessment task requires more explanation

##### Recommendation

Additional support and guidance relating to literature reviews will be provided through integration of learning activities throughout the course.

## Unit Learning Outcomes

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

1. Relate how food and nutrition factors impact human health and disease across all stages of the lifespan.
2. Explain appropriate methods of assessing nutritional status of different population groups.
3. Comprehend and relate nutrient requirements and factors which impact requirements during each stage of the lifespan.
4. Research and critically review evidence for nutrition-related health conditions, and explain how nutrition plays a central role in the prevention and treatment of these conditions.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Work - 30%	•		•	•
2 - Written Assessment - 30%		•	•	•
3 - Examination - 40%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 Work - 30%	•	•	•	•	•	•		•		
2 - Written Assessment - 30%	•		•	•		•				
3 - Examination - 40%	•		•	•						

## Textbooks and Resources

### Textbooks

NUTR12002

#### Prescribed

#### Food & Nutrition Throughout Life

Edition: First (2015)

Authors: Croxford, S., Itsiopoulos, C., Forsyth, A., Belski, R., Thodis, A., Shepherd, S., & Tierney, A.

Allen & Unwin

Crows Nest , New South Wales , Australia

ISBN: 978 1 74331 675 7

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microphone for computer to participate in Collaborate sessions (preferred)

## 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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to nutrition in practice Foundation knowledge	1 and 2	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition assessments	Supplementary materials	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Preconception, conception & pregnancy	3 and 4	

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lactation, newborn & infant (0-12 months)	5 and 6	

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Toddler, preschooler (1-5 years) & child (6-12 years)	7 and 8	

### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Pre-adolescent, adolescent (13-18 years) & young adult	9 and 10	<b>Written Assessment - Literature Review</b> Due: Week 6 Friday (25 Aug 2017) 5:00 pm AEST

### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Early and middle adult (26-60 years)	11	

### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Older adult (61-84 years) & Later stage older adult (85+ years)	12 and 13	

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous populations	14, 15 and 16	Formative quiz opens 9.00 am, Monday 11th September, 2017

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Sports & exercise	17	<b>Group Work</b> Due: Week 10 Friday (22 Sept 2017) 5:00 pm AEST

**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Mental health	19	

**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Review week		

**Review/Exam Week - 09 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 16 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Group Work

**Assessment Type**

Group Work

**Task Description**

This task includes two (2) components. Both components **MUST** be completed to achieve a PASS mark for this task.

1. **Group case study** (30%): you will work in small groups to investigate a nutrition-related disease or condition, and as a group develop a case study related to the disease or condition.
2. **Individual quiz on group work** (formative only): as an individual you will complete a formative quiz on the strategies used by your group to support its functioning and effectiveness.

**Task overview and aims:**

This task aims to develop your:

- understanding of how food and nutrition factors impact human health and disease across stages of the lifespan;
- understanding of nutrient requirements and factors which impact requirements during stages of the lifespan;
- skills and ability to research and critically review evidence; and
- appreciation and understanding of how to work in a small group.

**Task details:****1. Group case study:**

In week 4 of the term (following census date), you will be allocated to groups of four (4) students. Each group will be provided with an online group space on our unit Moodle site. Each group space will include a discussion forum (asynchronous) and chat sessions (as required). Each group will be allocated one (1) nutrition-related condition or disease that will form the basis of your group discussions and subsequent case study.

Between weeks 4 and 8, students within each group are expected to conduct research and online discussions that develop collective understanding of your allocated nutrition-related condition or disease.

As a minimum, your group discussions should include:

- Initial development of a mutually agreed upon group schedule for completion of the task, which is based on group communications and identification of each members strengths and weaknesses, time/family/work commitments and specific roles in researching the topic,
- A description of the disease/condition including aetiology/causes and risk factors,

- A description of the role of food and nutrition in the prevention and/or treatment of the disease/condition,
- The incidence and prevalence rates in Australia and how they compare to global statistics,
- Differences between groups within Australia e.g. according to age/stage of lifespan, living location (rural vs urban), gender, socio-economic status, education levels, ethnicity etc

The information, evidence and understanding gained within your group will guide the development of your group case study that portrays one (1) individual who would likely represent an Australian who is affected by the condition/disease. Your group case study (approximately **350-450 words** - excluding cover page and bibliography) will be submitted by one member of your group and include the following sections:

- Cover page
  - Including a chosen title relevant to case; group members; due date; total word count
  - Cover page on separate page to case study
- Case study
  - Profile and problem
  - Assessment
  - Treatment
  - Plan
- Bibliography (NOTE: no in-text referencing is required for the case study itself)
  - Use of at least five (5) reliable scientific sources/resources
  - Bibliography on separate page to case study
  - APA or Harvard referencing style

## **2. Individual quiz on group work (formative ONLY)**

As an individual you will complete a formative quiz (approximately 15-30 minutes) which reports on the strategies used by your group to support its functioning and effectiveness. In week 9 or 10, you will be required to reflect on your group work experience and complete the quiz by responding to questions regarding strategies in relation to:

- Getting to know each other
- Establishing ways of working
- Role adoption
- Organisation of group meetings
- Allocation of tasks and workloads
- Challenges and issues.

### **Assessment Due Date**

Week 10 Friday (22 Sept 2017) 5:00 pm AEST

Individual formative quizzes must be completed (in week 9 or 10) and before submission of your group case study.

### **Return Date to Students**

Review/Exam Week Tuesday (10 Oct 2017)

### **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**

***The following criteria will be used to assess your group case study:***

- Clear and concise description of case including disease/condition and individuals characteristics relevant to the disease/condition.
- Clear and concise overview of food and nutrition intakes, health behaviours and concerns expressed by client and relevant to the disease/condition.
- Outline of nutrition recommendations relevant to the case and in relation to the Australian Dietary Guidelines and/or the Australian Guide to Health Eating
- Outline of additional recommendations relevant to the case and in relation to evidence from primary research
- Clear and concise overview of expected outcomes of treatment that is time bound and includes alternative strategies and consideration for scope of practices and advice that should/could be sort from other health professionals.
- Writing mechanics, case study length, submission and formatting guidelines.
- Referencing style and use of reliable evidence based sources.
- Completion of formative quiz by all group members.

## Referencing Style

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

## Submission

Online Group

## Submission Instructions

One representative member of each group will submit their group's case study via the Assessment BLOCK on the unit Moodle site. Each individual will complete a formative quiz that reports on their group work .

## Learning Outcomes Assessed

- Relate how food and nutrition factors impact human health and disease across all stages of the lifespan.
- Comprehend and relate nutrient requirements and factors which impact requirements during each stage of the lifespan.
- Research and critically review evidence for nutrition-related health conditions, and explain how nutrition plays a central role in the prevention and treatment of these conditions.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

# 2 Written Assessment - Literature Review

## Assessment Type

Written Assessment

## Task Description

This task requires each student to conduct research and critically review evidence for the role of nutrition in human health.

### **Task overview and aims:**

This task aims to develop your ability to conduct research and critically review evidence for nutrition-related health conditions, and explain how nutrition plays a central role in the prevention and/or treatment of one or more of these conditions.

### **Task details:**

Specifically you will choose one (1) of the following topics and critically analyse published sources (**at least 15 primary journal articles**) to develop a written literature review of:

- The role of fruits and vegetables in health; OR
- The role of dairy foods in health; OR
- The role of grains and cereals in health; OR
- The role of dietary fats and lipids in health; OR
- The role of meat, legumes, fish, poultry and other sources of protein in health.

Your review should summarise, classify, compare and evaluate the literature related to your chosen topic.

Your review submission must include the following components:

- Cover page (see example provided in unit Assessment Guide - available on unit Moodle site)
- Introduction
- Body
- Conclusion
- Reference page (APA or Harvard referencing style).

## Assessment Due Date

Week 6 Friday (25 Aug 2017) 5:00 pm AEST

## Return Date to Students

Monday (11 Sept 2017)

## Weighting

30%



**Minimum mark or grade**

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

**Assessment Criteria**

**Your review will be assessed against the following criteria:**

- Formatting and submission requirements (word document; size 12 Times New Roman font; No borders, shading, pictures or images; 1.5/double line spacing; line spaces between paragraphs, page numbers included)
- Introduction includes: clear statement of the topic and groundwork is laid for direction of review; and statement of limitations
- Body of review: flows from general ideas to specific conclusions; includes transitions between paragraphs that tie all sections together.
- Coverage of content is appropriate; sources are cited when statements are made; significance to purpose is highly evident; high level of critical analysis and comparison.
- Conclusion: provides succinct and precise conclusion based on review; includes insights into the topic; and research question are strongly supported by the review.
- Clarity of writing and writing technique.
- Accuracy in writing (spelling and grammar)
- Citations and references are adequate and accurate throughout text and reference list.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Explain appropriate methods of assessing nutritional status of different population groups.
- Comprehend and relate nutrient requirements and factors which impact requirements during each stage of the lifespan.
- Research and critically review evidence for nutrition-related health conditions, and explain how nutrition plays a central role in the prevention and treatment of these conditions.

**Graduate Attributes**

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

**Examination****Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

40%

**Length**

180 minutes

**Minimum mark or grade**

50

**Exam Conditions**

Closed Book.

**Materials**

Calculator - non-programmable, no text retrieval, silent only

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## 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