



# NUTR12002 *Nutrition in Practice*

## Term 2 - 2022

Profile information current as at 20/04/2024 01:38 am

All details in this unit profile for NUTR12002 have been officially approved by CQU University 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 areas of nutrition, biochemistry and physiology. On completion of the unit you should have an understanding of nutritional assessment, understanding of lifespan nutrition, and the relationship between nutrition and disease across 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 - 2022

- Online
- 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. **Written Assessment**

Weighting: 30%

#### 2. **Online Quiz(zes)**

Weighting: 30%

#### 3. **Online Test**

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 Evaluation

##### Feedback

Some students suggested more flexibility for availability of quizzes throughout the term.

##### Recommendation

Evaluate timing and weighting of quizzes to allow for greater flexibility.

#### Feedback from Student Evaluation

##### Feedback

Students enjoyed the interactive nature of tutorials and lectures.

##### Recommendation

Continue to provide live weekly tutorials.

## 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. Identify and explain appropriate methods of assessing nutritional status of different population groups
3. Discuss nutrient requirements and factors which impact requirements during each stage of the lifespan
4. Research and critically review evidence for the role of food and nutrition in human health.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%				•
2 - Online Quiz(zes) - 30%	•	•	•	
3 - Online Test - 40%	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 30%	•	•	•	•		•				
2 - Online Quiz(zes) - 30%	•	•	•	•			•			
3 - Online Test - 40%	•	•	•	•		•	•			

## Textbooks and Resources

### Textbooks

NUTR12002

#### Prescribed

#### Food and Nutrition Throughout Life

(2015)

Authors: Sharon Croxford, Catherine Itsiopoulos, Regina Belski, Antonia Thodis, Sue Shepherd, Adrienne Forsyth and Audrey Tierney

Allen & Unwin

Crows Nest, Sydney, NSW, Australia

ISBN: 9781743316757

Binding: Paperback

#### Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

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

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Nutrition in Practice: Foundation Knowledge	Chapters 1 and 2 of prescribed textbook	<b>Online tutorial:</b> Introduction to Nutrition in Practice & Assessment Tasks (2.00-3.30pm, Tuesday (Australian Eastern Standard Time (AEST)))

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Nutrition Assessments	Supplementary resources will be provided via Moodle	<b>Online tutorial:</b> Foundation Knowledge <b>Quiz 1 opens:</b> Monday 18th July, 9.00am (AEST)
<b>Week 3 - 25 Jul 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Preconception, Conception & Pregnancy	Chapters 3 and 4 of prescribed textbook	<b>Online tutorial:</b> Nutrition Assessments
<b>Week 4 - 01 Aug 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Lactation, Newborn & Infants	Chapters 5 and 6 of prescribed textbook	<b>Online tutorial:</b> Preconception, Conception & Pregnancy
<b>Week 5 - 08 Aug 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Toddler, Preschooler & Child	Chapters 7 and 8 of prescribed textbook	<b>Online tutorial:</b> Lactation, Newborn & Infants <b>Quiz 2 opens:</b> Monday 8th August, 9.00am (AEST)
<b>Week 6 - 22 Aug 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Pre-Adolescent, Adolescent & Young Adulthood	Chapters 9 and 10 of prescribed textbook	<b>Online tutorial:</b> Toddler, Preschooler & Child
<b>Week 7 - 29 Aug 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Early & Middle Adulthood	Chapter 11 of prescribed textbook	<b>Online tutorial:</b> Pre-Adolescent, Adolescent & Young Adulthood
<b>Week 8 - 05 Sep 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Older Adulthood & Later Stage Older Adulthood	Chapters 12 and 13 of prescribed textbook	<b>Online tutorial:</b> Early & Middle Adulthood <b>Quiz 3 opens:</b> Monday 5th September, 9.00am (AEST)
		<b>Food, Nutrition and Health of Australians</b> Due: Week 8 Friday (9 Sept 2022) 5:00 pm AEST
<b>Week 9 - 12 Sep 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Indigenous Populations	Chapters 14, 15 and 16 of prescribed textbook	<b>Online tutorial:</b> Older Adulthood & Later Stage Older Adulthood
<b>Week 10 - 19 Sep 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Mental Health	Chapter 19 of prescribed textbook	<b>Online tutorial:</b> Indigenous Populations
<b>Week 11 - 26 Sep 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
No lectures this week		<b>Online tutorial:</b> Mental Health <b>All quizzes (1, 2 and 3) close:</b> Friday 30th September, 5.00pm (AEST)
<b>Week 12 - 03 Oct 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

No lectures this week

**Online tutorial:** Preparation for Online Test

## Exam Period - 13 Oct 2022

Module/Topic

Chapter

Events and Submissions/Topic

**Online Test:** Day and time of test to be advised when exam schedule released

## Term Specific Information

Your unit coordinator for this term is: Dr. Sue Williams. Contact details are available in the Learning Community tile in Moodle.

This unit is a second-year unit which aims to build on your prior learning and develop a more comprehensive understanding of the role of food and nutrition in human health and wellbeing with specific consideration for different stages of the lifespan and specific population groups.

Throughout the term your learning will be supported by pre-recorded lectures (with PowerPoint slides), weekly learning activities, and weekly Zoom tutorials to provide opportunity for discussion of learning activities and assessment tasks. All tutorials will be recorded so that students who are unable to attend 'live' can review at a time convenient to them. Weekly 'Update' emails will also be provided at the start of each week, to alert students to key activities and expectations for learning in each week.

## Assessment Tasks

### 1 Food, Nutrition and Health of Australians

#### Assessment Type

Written Assessment

#### Task Description

The intake of certain nutrients and specific food groups positively influence our health and reduce our risk of non-communicable diseases. Our need for nutrients and specific foods, and the development of healthy behaviours vary across our lifespan and are at times critical to achieving and maintaining health. Our dietary recommendations are based on established evidence, and national health data and primary research provide us with evidence for how healthy or unhealthy our current diets and behaviours are.

To appreciate the role of food in our health and understand differences in needs for different population groups, we need to be able to locate and critically analyse the evidence and information available to us. This task aims to develop your ability to research and critically review current evidence and recommendations for nutritional intakes and behaviours of Australians at different stages of the lifespan.

#### Task Details:

To complete this task, you will be required to develop a 2000 word (+/- 10%) essay that will focus on one (1) food group and two (2) population groups, defined by stages of the lifespan. For example: you may choose FRUIT as your food group and TODDLERS/PRESCHOOLERS and OLDER ADULTS as your two population groups. In this example, your essay would be developed to answer the question: *What is the role of fruit in the health and wellbeing of toddlers/preschoolers and older adults?*

Specifically, you will choose:

- One (1) food group from the Australian Guide to Healthy Eating:
  - Grain foods;
  - Vegetables and legumes/beans;
  - Fruit;
  - Milk, Yoghurt, Cheese and alternatives;
  - Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans),

AND

- Two (2) two population groups based on the different stages of the lifespan:
  - Pregnancy
  - Toddlers/preschoolers (1-5 years)
  - Children (6-12 years)
  - Pre-adolescents/Adolescents (13-18 years)

- Young adulthood (19-25 years)
- Early and middle adulthood (26-60 years)
- Older adulthood (61-84 years),
- Late adulthood (85+ years).

Your essay should address the following key areas:

- Introduction: This section should provide an overview of -
  - your chosen food group including the nutrients provided by such foods,
  - the two population groups defined in relation to stages of the lifespan, and the main ideas addressed in the body of your essay.
- Body: This section should include evidence-based discussion of -
  - current Australian recommendations for intakes of foods and nutrients related to chosen food group,
  - strength of evidence, levels of consensus (and any 'new' evidence) for the above recommendations,
  - the role of the food group and related nutrients in the health of individuals in chosen population groups,
  - current intakes and behaviours of these foods and nutrients, by your chosen population groups in Australia, and
  - recognised impacts/outcomes of such intakes and behaviours on the health of these population groups.

NOTE: the body of your essay can be separated with headings for each population group however, when developing your essay you should ensure linkage is developed between the two sections.

- Conclusion: This section should provide a -
  - summary of the main points included in your essay, and
  - final statement about implications of evidence discussed in the body of your essay.
- Reference list.

#### **Assessment Due Date**

Week 8 Friday (9 Sept 2022) 5:00 pm AEST

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

Week 10 Friday (23 Sept 2022)

#### **Weighting**

30%

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

50%

#### **Assessment Criteria**

Your essay will be assessed against the following criteria:

- Introduction includes:
  - clear and concise introductory statement about the topic being addressed,
  - an overview of your chosen food group and the nutrients provided by this food group;
  - identification of your two population groups, and
  - a statement of the scope of the essay.
- Body provides relevant and evidence-based discussion for each chosen population group, of:
  - current Australian recommendations for intakes of your chosen food group and related nutrients,
  - the strength of evidence, levels of consensus (and any 'new' evidence) for these recommendations and the role of these foods/nutrients in the health of individuals,
  - current intakes and behaviours in Australia, and
  - impacts/outcomes of such intakes and behaviours on the health of individuals.
- Conclusion:
  - provides summary of main issues discussed and clear statement of implications.
- Written expression:
  - is clear and concise with no unsupported statements, generalisations, inconsistencies, confusing arguments or repetition.
- Organisation and presentation of essay:
  - is well organised with logical flow of ideas, presented in professional manner, grammar and punctuation are accurate, meets word length, headings and spacing/alignment contribute to overall presentation.
- Use of evidence:
  - discussion is supported by appropriate evidence and referencing style is used accurately and consistently throughout. NOTE: there is no minimum or maximum number of references assigned for this task but it is expected that all statements and sources of evidence are appropriately referenced, and reliable sources are used.

## Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Research and critically review evidence for the role of food and nutrition in human health.

## Graduate Attributes

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

## 2 Online Quizzes

### Assessment Type

Online Quiz(zes)

### Task Description

Throughout this unit you will be provided with learning materials and activities designed to assist you to establish sound knowledge and understanding of food and nutrition across the lifespan. This task includes three (3) quizzes which are designed to provide you with feedback on your readiness to apply your learning to contexts and practice.

### Task Details:

You will be required to complete three (3) quizzes. All quizzes are compulsory.

Quiz 1:

- Will comprise 20 multiple choice and true/false questions, have a 30 minute time limit, and contribute 5% of your unit grade.
- Questions in this quiz will relate to learning content and activities in weeks 1 and 2 (inclusive).
- Quiz 1 will open in week 2 (Monday 18th July, 9.00am) and close in week 11 (Friday 30th September, 5.00pm). All times Australian Eastern Standard Time (AEST).

Quiz 2:

- Will comprise 20 multiple choice and true/false questions, have a 30 minute time limit, and contribute 5% of your unit grade.
- Questions in this quiz will relate to learning content and activities in weeks 3 through 5 (inclusive).
- Quiz 2 will open in week 5 (Monday 8th August, 9.00am) and close in week 11 (Friday 30th September, 5.00pm)(AEST).

Quiz 3:

- Will comprise 20 multiple choice and true/false questions and 5 open-ended questions, have a time limit of 60 minutes, and contribute 20% of your unit grade.
- Questions in this quiz will relate to learning content and activities in weeks 6 through 8 (inclusive).
- Quiz 3 will open in week 8 (Monday 5th September, 5.00pm) and close in week 11 (Friday 30th September, 5.00pm) (AEST).

### Quiz General Instructions:

- Before commencing each quiz, you should ensure you have watched the lectures and completed the learning activities provided for each week.
- You will only be permitted one (1) attempt for each quiz, and once each quiz is commenced, it cannot be paused or restarted.
- You should have a calculator available during each quiz.

NOTE: You must undertake these online quizzes as an individual. Collusion with other students on non-group work is considered academic misconduct and may lead to action being taken by the Deputy Dean of Learning and Teaching (DDLTL) for the School of Health, Medical and Applied Sciences.

### Number of Quizzes

3

## Frequency of Quizzes

Other

## Assessment Due Date

Please see details in Task Description above for various opening and closing times for each quiz.

## Return Date to Students

Marks for quizzes will be finalised within two weeks of the closing date for each quiz.

## Weighting

30%

## Minimum mark or grade

50%

## Assessment Criteria

ALL THREE QUIZZES MUST BE COMPLETED

Marks will be allocated for each correct response. There will be no loss of marks for incorrect responses.

Where typed answers are required, marks will not be deducted for incorrect spelling.

## Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Relate how food and nutrition factors impact human health and disease across all stages of the lifespan
- Identify and explain appropriate methods of assessing nutritional status of different population groups
- Discuss nutrient requirements and factors which impact requirements during each stage of the lifespan

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

## 3 Online Test

### Assessment Type

Online Test

### Task Description

The end of semester Online Test will assess application of your knowledge and understanding of all unit content, through application of knowledge within the context of case studies/scenarios.

### Task Details:

- The Online Test will comprise two parts (Part A and Part B).
- To answer questions included in the Online Test, you will be required to develop short and/or longer written responses.
- You will have 180 minutes (3 hours) to complete the test. Once the three hour time limit for the test is reached, your test will close and your completed answers will be submitted for marking.
- Marks will be awarded for correct answers only and no deductions will be made for any incorrect responses. No marks will be awarded for any questions left blank or missed.
- You should ensure you have a calculator available during the Online test.

### Part A of the Online Test will:

- Include 20 questions with each question worth 2 marks, and contribute 40 marks to the overall task.
- All questions must be attempted.

### Part B of the Online Test will:

- Include four (4) case studies, each case study will be worth fifteen (15) marks, and contribute sixty (60) marks to the overall task.

- All case studies must be attempted.

### **Assessment Due Date**

The Online Test will occur within the designated Examination Period (13th to 21st October, 2022). Once the time and date of the Online test is scheduled, students will be notified via the unit Moodle site. Extensions to complete the Online Test will only be considered after a formal request for extension is submitted via the Assessment Extension Request (AER) system in Moodle.

### **Return Date to Students**

Marks will be released upon Certification of Grades (November 4th, 2022)

### **Weighting**

40%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

The Online Test assesses recall and application of knowledge. The Online test will be marked out of 100 (40 marks for Part A; 60 marks for Part B). This mark will be converted to a final mark out of forty (40) to reflect the weighting of this assessment task to your overall unit grade.

### **Referencing Style**

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Relate how food and nutrition factors impact human health and disease across all stages of the lifespan
- Identify and explain appropriate methods of assessing nutritional status of different population groups
- Discuss nutrient requirements and factors which impact requirements during each stage of the lifespan

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

## 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