This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*


b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*


c) Any additional information specified in section 6h.

### 1: General Information

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>1a</strong></td>
<td><strong>Unit title</strong></td>
<td>Nutrition Across the Lifecycle</td>
</tr>
<tr>
<td><strong>1b</strong></td>
<td><strong>Unit number</strong></td>
<td>8253</td>
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<tr>
<td><strong>1c</strong></td>
<td><strong>Semester and year offered</strong></td>
<td>Semester 1, 2014</td>
</tr>
<tr>
<td><strong>1d</strong></td>
<td><strong>Credit point value</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>1e</strong></td>
<td><strong>Unit level</strong></td>
<td>UG</td>
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</tbody>
</table>
| **1f** | **Unit Convener** | Jane Kellett  
Room 1C122  
02 6201 2507  
Jane.Kellett@canberra.edu.au |
| **1g** | **Administrative contact details** | Faculty of Health Administrative Officer  
Marial Kot  
Room 1C127  
6201 2477  
Marial.Kot@canberra.edu.au |
2: Academic Content

2a Unit description and learning outcomes
This unit explores the nutritional requirements of normal healthy people over their lifespan - from pre-conception to old age. Students will develop an awareness of the principles of nutrition assessment for different age groups. Students will understand and apply dietary recommendations to different population groups across the lifecycle. Communication and education approaches at different stages within the lifecycle will be investigated. This unit is co-taught with Nutrition Across the Lifecycle G.

On successful completion of this unit, students will be able to:
1. Interpret and understand nutritional requirements at each stage of the lifecycle (preconception, pregnant and lactating women, infants, children, adolescents, adults, old age);
2. Identify nutritional issues relevant to each stage of the lifecycle
3. Apply relevant nutritional assessment practices at each stage of the lifecycle
4. Describe how social, cultural and lifestyle factors influence food behaviour and nutritional risk
5. Demonstrate the ability to prepare and deliver communication and education resources appropriate to different lifecycle groups

2b Generic skills
Students will have the opportunity to develop the following generic skills in Nutrition Across the Lifecycle:
(1) Communication: the ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.
(2) Analysis and inquiry: the ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.
(3) Problem solving: the ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

2c Prerequisites
Nutritional Science.

3: Delivery of Unit and Timetable

3a Delivery mode
Nutrition Across the Lifecycle is delivered via a combination of face-to-face and online delivery during a standard 13-week semester. Face-to-face classes and times where students are expected to complete work independently are shown in section 3b. During the independent study sessions, students may be required to participate in online activities. Instructions will be provided via the unit website.
3b Timetable of activities

Each week students are expected to participate in:
- 1 x 1hr lecture
- 1 x 2hr tutorial
- (or equivalent independent/online work as advised)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture</th>
<th>Tutorials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mon 12:30-13:30 (6B45)</td>
<td>Tues 9:30-11:30 (6B11*)</td>
<td>Tutorials in 11A40 this week</td>
</tr>
<tr>
<td>1</td>
<td>17-21 Feb</td>
<td>Introduction</td>
<td>Preconception</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>24-28 Feb</td>
<td>Pregnancy</td>
<td>Pregnancy</td>
<td>Tutorials in 11A40 this week</td>
</tr>
<tr>
<td>3</td>
<td>3-7 Mar</td>
<td>Lactation</td>
<td>Lactation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10-14 Mar</td>
<td>No Lecture – Canberra Day</td>
<td>No Tutorial</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>17-21 Mar</td>
<td>Infants - Independent</td>
<td>Infants - Independent</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>24-28 Mar</td>
<td>Infants</td>
<td>Infants</td>
<td>Assignment 1 Due Friday 28th March at 5pm</td>
</tr>
<tr>
<td>7</td>
<td>31 Mar - 4 April</td>
<td>Toddlers/Preschoolers</td>
<td>Toddlers/Preschoolers</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7-11 April</td>
<td><strong>Class-Free Period</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>14-18 April</td>
<td>Children/Preadolescents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>21-25 April</td>
<td>No Lecture – Easter Monday</td>
<td>No Tutorial</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>28 April – 2 May</td>
<td>Adolescents</td>
<td>Assignment 2 Due Friday 2 May at 5pm</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>5-9 May</td>
<td>Adults - Independent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>12-16 May</td>
<td>Older Adults</td>
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</tbody>
</table>
4: Unit Resources

4a Lists of required texts/readings
The following textbook is highly recommended to support your learning. You will be assigned reading from this book on a regular basis. It can be purchased from the Coop bookshop and is available in the library.


For Unit readings and resources in the University of Canberra Library
Link to search page for Unit Readings (print materials)
Link to search page for eReserve (electronic materials)

4b Materials and equipment
None required.

4c Unit website
To find your unit site online, login to LearnOnline(Moodle) using your student ID. Note that your unit site has a profiles page that displays your name and email address for the benefit of other students. If you prefer to hide your email address, click here for instructions.

5: Assessment

5a Assessment overview

<table>
<thead>
<tr>
<th>Assessment item (including exams held in the exam period)</th>
<th>Due date of assignments</th>
<th>Weighting (total to equal 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Frequently Asked Questions</td>
<td>Week 6: Friday 28 March 5:00pm</td>
<td>30%</td>
<td>1, 2, 5</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Assignment 2: Nutrition Resource</td>
<td>Week 11: Friday 2 May 5:00pm</td>
<td>30%</td>
<td>1, 2, 4, 5</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam Period</td>
<td>40%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

UC Generic Skills
1 - Communication
2 - Analysis and Inquiry
3 - Problem Solving
4 - Working independently and with others
5 - Professionalism and Social Responsibility
5b Details of each assessment item

Assignment 1: Frequently Asked Questions
Value: 30% of overall assessment
Suggested Length: ~1500 words
Due Date: Friday 28th March (week 6) by 5pm

Purpose:
The purpose of this assignment is for students to write evidence-based responses to commonly asked questions concerning pregnancy, lactation and infants. This assessment task addresses learning outcomes 1, 2 and 5

Instructions:
1. Write an evidence-based response to all three questions listed below.
2. Your audience is your professional peers.
3. Use the strongest evidence available.
4. Use the evidence critically, accurately and effectively.
5. Your response to each question should be approximately 500 words. You will be marked on the quality of your answer (i.e. the ability to write concise, relevant and useful answers) rather than the number of words.
6. Your response needs to be referenced.

Questions:
1. Do I really need to avoid sushi during pregnancy?
2. I don’t seem to produce enough milk. Should I supplement breastfeeding with formula?
3. My four month old daughter won’t sleep through the night. Should I introduce solids?

Assessment:
The following assessment criteria will be used in assessing Assignment 1:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to provide accurate, evidence-based responses to common nutrition issues.</td>
<td>40%</td>
<td>Information is accurate, relevant and evidence-based.</td>
</tr>
<tr>
<td>Ability to communicate nutrition advice in a meaningful and effective way.</td>
<td>40%</td>
<td>Information is communicated clearly and effectively.</td>
</tr>
<tr>
<td>Ability to write a well formatted report.</td>
<td>20%</td>
<td>Report is clear, concise and interesting. Information flows in a logical and effective manner. Spelling, punctuation and grammatical errors are almost non-existent. Work is original and the ideas of others are appropriately acknowledged. References are cited consistently and in accordance with a style such as APA or Harvard.</td>
</tr>
</tbody>
</table>

Submission:
Assignments must be accompanied by a completed Assignment Cover Sheet and plagiarism declaration. Download the form on the unit website and cut and paste it to the first page of your assignment. Assignments should be submitted online as word documents. Students are expected to keep a copy of the assignment and be able to produce it within 24 hours, if requested. Under normal circumstances, assignments will be marked within 3 weeks of submission. Late assignments will be marked at the convenience of the unit convener.

Extensions:
Requests for extensions should be requested prior to the due date of the assignment. Students are to
complete the Extension Request form available on the unit website and have it signed by the unit convener. Requests should be based on a good reason. The unit convener may request documentation such as a medical certificate or counsellor’s letter if necessary.

Penalties for Late Submission:
5% of the value of the written report will be deducted per day (including weekends). This assignment is worth 30 marks therefore 1.5 marks will be deducted each day.

Assignment 2: Nutrition Resource

Value: 30% of overall assessment
Suggested Length: ~500 word introduction plus resource
Due Date: Friday 2 May (week 11) at 5pm

Purpose:
The purpose of this assignment is for students to develop a practical, evidence-based resource to educate individuals about an issue of relevance to a particular lifecycle group. This assessment task addresses learning outcomes 1, 2, 4 and 5

Instructions:
1. Choose one of the following lifecycle groups:
   a. Year 2 students (aged 8, 9)
   b. Year 10 students (aged 15, 16)
   c. Older adults (aged 70 or older)
2. Identify a nutritional issue likely to be relevant to your chosen group.
3. Develop a prototype of a resource to address the issue. This could be a fact sheet, quiz, poster, game, song, youtube clip etc. You will be assessed on the potential for your resource to communicate relevant, useful information. You need to clearly show all content and how your resource will function. However, you do not need to complete your resource to a finished standard. For example, if you choose to prepare a fact sheet, the content will be more important than design elements such as colour scheme, layout, images etc.
4. Submit your resource plus an introduction (~500 words) that describes the issue addressed and justifies your approach.

Assessment:
The following assessment criteria will be used in assessing Assignment 2.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to address nutritional issues relevant to each stage of the lifecycle.</td>
<td>40%</td>
<td>Information is accurate, relevant and evidence-based</td>
</tr>
<tr>
<td>Ability to communicate nutrition information accurately and effectively.</td>
<td>40%</td>
<td>Information is communicated clearly and effectively</td>
</tr>
<tr>
<td>Ability to communicate nutrition information in a creative way.</td>
<td>10%</td>
<td>Information is communicated in an original and creative way</td>
</tr>
<tr>
<td>Ability to write a well formatted report.</td>
<td>10%</td>
<td>Report is clear, concise and interesting. Information flows in a logical and effective manner. Spelling, punctuation and grammatical errors are almost non-existent. Work is original and the ideas of others are appropriately acknowledged. References are cited consistently and in accordance with a style such as APA or Harvard.</td>
</tr>
</tbody>
</table>
Submission:
Assignments must be accompanied by a completed Assignment Cover Sheet and plagiarism declaration. Download the form on the unit website and submit it online as a word document. Resources can be submitted online or in person, depending on the nature of the resource. Students are expected to keep a copy of the assignment and be able to produce it within 24 hours, if requested. Under normal circumstances, assignments will be marked within 3 weeks of submission. Late assignments will be marked at the convenience of the unit convener.

Extensions:
Requests for extensions should be requested prior to the due date of the assignment. Students are to complete the Extension Request form available on Moodle and have it signed by the unit convener. Requests should be based on a good reason. The unit convener may request documentation such as a medical certificate or counsellor’s letter if necessary.

Penalties for Late Submission:
5% of the value of the written report will be deducted per day (including weekends). This assignment is worth 30 marks therefore 1.5 marks will be deducted each day.

Assessment Item 3: Final Examination
Value: 40% of overall assessment
Suggested Length: 2 hours
Due Date: Examination Period

Purpose:
The purpose of the examination is to determine whether students have understood and can apply the theory necessary to achieve all learning outcomes of the unit.

Instructions:
The final examination covers all content covered in the unit. The exam is 2 hours in duration and includes a combination of multiple choice and written-response questions.

To prepare for the exam, students should revise class notes, readings and activities

Materials permitted in exam:
Unannotated non-electronic dictionary (English/foreign).
Scientific calculator

Unable to attend the exam:
Students who are unable to attend the exam should refer to the Deferred Examinations procedures page on the UC website: http://www.canberra.edu.au/student-services/examinations/alternative-exams

5c Submission of assessment items
All assessment items will be submitted online via the unit Moodle site. The first page of each assessment submission should include the following information:

Student Name:
Student ID:
Assessment Name:
Word Count (if applicable):
5d Special assessment requirements
To pass the unit, students must:
1. complete all assessment items
2. attain at least 50% overall.

Students will not be able to resubmit assignments.

5e Supplementary assessment
Refer to the UC Supplementary Assessment Policy

5f Academic Integrity
Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values. Please see UC’s Academic Integrity Policy.

To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study. The module is automatically available as a listed site when students log into LearnOnline.

5g Text-matching software
The University of Canberra has available, through LearnOnline (Moodle), text-matching software that helps students and staff reduce plagiarism and improve understandings of academic integrity. Known as URKUND, the software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. Click here for further information on the URKUND text-matching software.

6: Student Responsibility

6a Workload
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Inclusion and Welfare
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or Inclusion and Welfare as soon as possible so the necessary arrangements can be made.

6c Participation requirements
Students are strongly encouraged to attend all lectures and tutorials. If you do not attend class, it is your responsibility to cover any missed work.

6d Withdrawal
If you are planning to withdraw please discuss with your unit convener. Please see Withdrawal of Units for further information on deadlines.
6e  Required IT skills
Students are required to submit typed assignments. Use of dietary analysis software and online communication tools are required - students will receive instruction.

6f  In-Unit Costs
Other than unit fees, there are no additional costs for this unit. To calculate your unit fees see: How do I calculate my fees? The online UC Co-op Textbook Search is available for purchasing text books.

6g  Work placements, internships or practicums
Nil.

6h  Additional information
The Health Learning Resource Centre (HLRC) is located in 12C26. It is a facility designed to enhance the learning and university experience for health students. A drop-in service of students helping students is also available.

7:  Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8:  Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.