



# SUBJECT OUTLINE

Subject Name:

**Dietary Planning Across the Lifespan**

Subject Code:

**NMDD221**

## SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total Course Credit Points:</b>	<b>Level:</b>
Bachelor of Health Science (Naturopathy)	128	3 <sup>rd</sup> Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	3 <sup>rd</sup> Year
<b>Duration:</b> 1 Semester		
<b>Subject is:</b> Core	<b>Subject Credit Points:</b> 2	

### Student Workload:

<b>No. timetabled hours per week:</b> 3	<b>No. personal study hours per week:</b> 2	<b>Total hours per week:</b> 5
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### Delivery Mode\*:

☐ On campus      ☒ Online / Digital      ☐ Blended      ☐ Intensive

### Weekly Session^ Format/s - 1 session per week:

☒ Livestream lectures:      ☐ 2 hours      ☒ 3 hours      1 x 3 hour lecture per week

\*All modes are supported by the online learning management system which will include subject documents such as handouts, readings, assessment guides and elearning support modules.

^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.

**Note:** As they are aware, international students on a Student Visa (500) must attend livestream classes on their local campus, using the Digital Learning space/s provided.

**Study Pattern:**      ☒ Full Time      ☒ Part Time

**Pre-requisites:** NMDS111, NMDF121, NMDM121

**Co-requisites:** Nil

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This subject introduces the skills for assessing clients' diets and determining appropriate plans for modifying diet and food choices in individuals at different life stages. Building on knowledge from previous nutritional medicine and bioscience subjects, students explore nutritional assessment tools such as anthropometric measurements and dietary analysis software and learn principles for working with clients to assist them with implementing changes to their diets. The changing nutritional needs across the human lifespan are examined with reference to common conditions. This subject prepares students for clinical practice for the nutritional management of clients' health.



## Learning Outcomes

1. Describe, generate, and interpret dietary, biochemical, and anthropometric data which inform dietary planning and nutritional management of individuals across the lifespan.
2. Evaluate data for client cases to determine contributing factors and specific needs according to the life stage.
3. Identify and appraise appropriate dietary planning and nutrition resources to inform clinical practice in population groups, with specific focus on risk factors and opportunities for education and behaviour change.
4. Communicate life stage nutritional requirements, risks, strategies, and recommendations in audience appropriate language.

## Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Fact Sheet and Therapeutic Meal Plan</b> (1000 words equivalent)	1,3,4	1-7	Week 7	40%
<b>Final Written Exam</b> (1.5 hours)	1-4	1-13	Final Examination Period	60%
All written assessments are due at 11:55 p.m. (AEST) Sunday and submitted through the LMS				

### Prescribed Readings:

1. Brown, J. E. (2020). *Nutrition through the life cycle* (7th ed.). Cengage Learning. [ebook available]

### Recommended Readings:

1. Appleton, A., & Van Bergen, O. (2013). *Metabolism and nutrition* (4th ed.). Elsevier. [ebook available]
2. Katz, D. L., Friedman, R. S. C., & Lucan, S. C. (2014). *Nutrition in clinical practice: A comprehensive, evidence-based manual for the practitioner* (3rd ed.). Wolters Kluwer. [ebook available]
3. Kopelman, P. G., Caterson, I. D., & Dietz, W. H. (Eds.). (2010). *Clinical obesity in adults and children* (3rd ed.). Wiley-Blackwell. [ebook available]
4. Langley-Evans, S. (2015). *Nutrition health and disease: A lifespan approach* (2nd ed.). John Wiley & Sons. [ebook available]
5. Raymond, J. L. & Morrow, K. (2020). *Krause and Mahan's food and the nutrition care process* (15th ed.). Elsevier.
6. Ross, A. C., Caballero, B., Cousins, R. J., Tucker, K. L., & Ziegler, T. R. (2014). *Modern nutrition in health and disease* (11th ed.). Wolters Kluwer Health. [ebook available]



7. Whitney, E., Rady Rolfes, S., Crowe, T., & Walsh, A. (2019). *Understanding nutrition* (4<sup>th</sup> Australian and New Zealand ed.). Cengage Learning. [ebook available]

Subject Content		
Week	Lectures	Personal study activities
1.	<b>Introduction</b> (Subject Outline / Learning Outcomes / Assessment / Teaching Resources) <b>Introduction to Dietary Planning Nutritional Screening and Assessment</b> <ul style="list-style-type: none"> <li>Foundations and considerations of a healthy diet</li> <li>The role of dietary guidelines and nutrient reference values (NRVs)</li> <li>Nutritional Case Management Process</li> <li>A, B, C, D, E checklist</li> </ul>	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback</p> <ul style="list-style-type: none"> <li>eLearning support module</li> <li>Review understanding of theoretical aspects</li> <li>Practical application of knowledge through case scenarios and student discussion</li> </ul>
2.	<b>Dietary Assessment &amp; Treatment Planning</b> <ul style="list-style-type: none"> <li>Food choices and behaviours</li> <li>Food and nutritional assessment</li> <li>Treatment planning – treatment aims, SMART goals and dietary &amp; lifestyle strategies</li> <li>Client education and motivation</li> </ul>	<ul style="list-style-type: none"> <li>eLearning support module</li> <li>Review understanding of theoretical aspects</li> <li>Practical application of knowledge through case scenarios and student discussion</li> </ul>
3.	<b>Fertility and Pre-conception</b> <ul style="list-style-type: none"> <li>Fertility rates, trends and influences</li> <li>Contributing factors to infertility</li> <li>Nutritional case management for fertility and pre-conception</li> </ul>	<ul style="list-style-type: none"> <li>eLearning support module</li> <li>Review understanding of theoretical aspects</li> <li>Practical application of knowledge through case scenarios and student discussion</li> </ul>
4.	<b>Pregnancy and Lactation</b> <ul style="list-style-type: none"> <li>Nutritional case management for pregnancy and lactation</li> <li>Food safety in pregnancy</li> <li>Nutritional management of: <ul style="list-style-type: none"> <li>Pre-eclampsia</li> <li>Gestational diabetes</li> <li>Anaemia in pregnancy</li> <li>Milk supply</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>eLearning support module</li> <li>Review understanding of theoretical aspects</li> <li>Practical application of knowledge through case scenarios and student discussion</li> </ul>
5.	<b>Infancy</b> <ul style="list-style-type: none"> <li>Nutritional case management for infancy</li> <li>Breastfeeding</li> <li>Bottle feeding</li> </ul>	<ul style="list-style-type: none"> <li>eLearning support module</li> <li>Review understanding of theoretical aspects</li> <li>Practical application of knowledge through case scenarios and student discussion</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Introduction of solid foods</li> </ul>	
6.	<b>Pre-school children (1-4 years)</b> <ul style="list-style-type: none"> <li>➤ Nutritional case management for pre-school children</li> <li>➤ Nutritional concerns</li> <li>➤ Meal planning for young children</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
7.	<b>Primary School aged children (5-11 years)</b> <ul style="list-style-type: none"> <li>➤ Nutritional case management for primary school aged children</li> <li>➤ School lunches</li> <li>➤ Nutritional concerns</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
<b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week) <b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8 <b>Semester 2 &amp; Online students</b> – The non-teaching week falls between Weeks 7 and 8		
8.	<b>Adolescence</b> <ul style="list-style-type: none"> <li>➤ Nutritional case management for adolescence</li> <li>➤ Key indicators of nutritional risk</li> <li>➤ Food behaviours/ habits and influences</li> <li>➤ Common nutritional deficiencies</li> <li>➤ Eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
9.	<b>Early Adulthood (19-45 years)</b> <ul style="list-style-type: none"> <li>➤ Nutritional case management for early adulthood</li> <li>➤ Physiological changes</li> <li>➤ Dietary and lifestyle health risk behaviours</li> <li>➤ Common dietary inadequacies and excesses</li> <li>➤ Prevention and treatment of chronic conditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
10.	<b>Middle Adulthood (45-65 years)</b> <ul style="list-style-type: none"> <li>➤ Nutritional case management of for middle adulthood</li> <li>➤ Screening, monitoring and management of disease risk factors</li> <li>➤ Dietary strategies for chronic disease prevention and management</li> <li>➤ Menopause and andropause</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
11.	<b>Late Adulthood (65 years and older)</b> <ul style="list-style-type: none"> <li>➤ Nutritional case management for late adulthood</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Nutritional requirements for healthy ageing</li> <li>➤ Physiological and environmental changes and the effects on food intake</li> <li>➤ Key nutritional risks and health assessment of older adults</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
12.	<b>Therapeutic Dietary Approaches</b> <ul style="list-style-type: none"> <li>➤ Critical appraisal of therapeutic diets</li> <li>➤ Composition of dietary patterns</li> <li>➤ Practical application of dietary approaches for prevention and management of chronic conditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
13.	<b>Food Choices and Behavioural Change of Individuals and Population Groups</b> <ul style="list-style-type: none"> <li>➤ Behaviour change theory</li> <li>➤ Social determinants of health</li> <li>➤ Case studies with a focus on theory to practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ eLearning support module</li> <li>➤ Review understanding of theoretical aspects</li> <li>➤ Practical application of knowledge through case scenarios and student discussion</li> </ul>
14.	<b>Non-Teaching Week/Practical Examination Week 1</b> Note that make-up classes may be scheduled in this week	
15.	<b>Non-Teaching Week/Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week	
16.	<b>Final Examination Week 1</b> Students are required to sit examinations using the <i>Respondus Lockdown Browser</i> software per the <i>Examination Policy – Higher Education</i> . Refer to your local campus calendar for exam opening and closing times.	
17.	<b>Final Examination Week 2</b> Students are required to sit examinations using the <i>Respondus Lockdown Browser</i> software per the <i>Examination Policy – Higher Education</i> . Refer to your local campus calendar for exam opening and closing times.	