

## Liverpool John Moores University

Title: Nutrition Through the Lifecycle (Special Populations)  
Status: Definitive  
Code: **6002SPS** (129020)  
Version Start Date: 01-08-2021

Owning School/Faculty: Sport and Exercise Sciences  
Teaching School/Faculty: Sport and Exercise Sciences

Team	Leader
Elizabeth Mahon	Y
Abdulmannan Fadel	
Katie Lane	
Lucinda Richardson	

**Academic Level:** FHEQ6      **Credit Value:** 20      **Total Delivered Hours:** 40  
**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	12
Online	8
Practical	8
Workshop	12

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	AS1	Dietary Assessment (20-minute)	30	
Report	AS2	Case Study (3000 words)	70	

### Aims

*This module aims to provide an understanding of the nutritional requirements of population groups throughout the life-course, considering the nutritional needs of*

*mothers and infants; children and adolescents; adults and the ageing population; as well as the nutritional concerns and priorities for other groups such as vegetarians/vegans; poverty and different cultures. The module will also discuss the major diet-related diseases and enable students to demonstrate an understanding of the evidence linking diet to disease and health. Students will have the opportunity to enhance their practical techniques of nutritional assessment, advanced communication skills and food preparation.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically evaluate the current understanding of human nutritional requirements and the factors affecting these for people in different stages of the life cycle.
- 2 Critically discuss nutritional issues relating to health and disease in specialist populations.
- 3 Critically evaluate the nutritional intake of individuals using dietary assessment techniques.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Dietary Assessment (20-minute)	1	2	3
Case Study (3000 words)	1	2	3

## **Outline Syllabus**

*Nutrition through the life cycle:*

*Foetal programming and maternal nutrition; Nutrition in Infancy, growth curves; Nutrition in childhood, infant and child feeding surveys; Nutrition in adolescence, dietary assessment; Nutrition and adult health, non-communicable disease; Nutrition and the older adult, sarcopenia, nutrition and the ageing immune system, nutrition and infectious disease risk.*

*Nutrition in specialist populations:*

*Vegetarian/vegan nutrition; Low-income groups; Ethnic minority groups; Restricted diets.*

## **Learning Activities**

Key theory will be delivered through a range of lectures and online material. Students will participate in workshops where they will work on professional skills (such as interpreting growth charts, motivational interviewing and advanced communication skills for dietary assessment) and problem-based learning (such as working through case studies). Practical classes will support the learning in Theme 2 where students will develop their food preparation skills for different population

groups.

## Notes

The Association for Nutrition (AfN) competencies covered in this module include:

CC1e How nutrients are used by the body (either human or animal) consequences of deficiency and assessment of nutritional status.

CC1g Nutrient analysis: calculating nutrient contents of foods, feeds and diets of an individual or group of individuals or animals, justifying choice of a method of dietary assessment for a specific stated purpose

CC1i Nutrition in health and disease, consequences of an unbalanced diet for either human or animal systems.

CC1j Nature of common conditions that require dietary manipulation or can affect physical activity, such as obesity, diabetes, hypertension, cardiovascular disease, cancer etc. for either human or animal systems.

CC1k How nutritional needs change with age, gender, physical activity, lifestyle etc. for either human or animal systems.

CC3c Factors that affect an individual's, communities' and population groups' nutritional needs and practices for either human or animal systems.

CC3d Religious and cultural beliefs and practices that impact on food, nutrition and health

CC3e Consideration of financial/social and environmental circumstances on diet and nutritional intake.

CC3f Theories and application of methods of improving health, behaviour and change for either human or animal systems.

CC3i Ability to design/formulate a diet to meet a specification appropriate for a stated situation an individual, human or animal, or group of humans or animals.

CC4h Ability to integrate knowledge and understanding from a variety of sources to identify or propose solutions in one of the following areas: Improvement of human health or improvement of the welfare and/or productivity of animals or improvement of food production and sustainability.