Subject Description Form

Subject Code	ABCT 3417
Subject Title	Life Cycle Nutrition
Credit Value	3.0
Level	3
Pre-requisite / ~~Co-requisite/~~ ~~Exclusion~~	Principles of Nutrition
Objectives	The subject is intended for students to have an in-depth study of the nutritional requirement of individuals at different life stages. The physiological changes during growth and development as well as aging will be studied. The nutritional needs of high-risk population at different life stages will be identified.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) have a deeper understanding of the physiological changes during human development and aging b) identify the nutritional needs of individuals or population at different life stages c) appreciate the role of nutrition in human development and health maintenance throughout the life cycle. d) actively participate in identifying nutrition-related issues associated with different life stages
Subject Synopsis/ Indicative Syllabus	<u>Nutritional needs from conception to lactation</u> Reproductive Physiology Nutritional Requirement before conception Nutritional Requirement during pregnancy Issues of Breastfeeding: Maternal Diet, Medical Contraindication <u>Infant Nutrition</u> Physiological changes during first year of life Nutritional Requirement of infant Use of Infant formulae Development of infant feeding skills Infant Allergies Infant at risk <u>Childhood Nutrition</u>

<table>
<tr><td></td><td>Physiological changes during childhood
Nutritional requirement of toddler and preschooler
Nutritional requirement of School Children
Children at risk
School-lunch program
Childhood Obesity

<u>Adolescent Nutrition</u>
Physiological changes during puberty
Nutritional Requirement of adolescent
Eating behavior during adolescent
Nutritional Requirement of Adolescent athletes
Adolescent Pregnancy

<u>Special Topics in adult nutrition</u>
Nutrition and chronic disease prevention
Physical activity and weight management

<u>Elderly Nutrition</u>
Physiological changes in elderly
Nutritional Requirement of elderly
Nutrients and Drug Interactions
Elderly at risk</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>The basic contents of this subject will be presented with the aid of lecture notes, videotapes, Blackboard platform and other teaching tools. For tutorials, students will participate in small-group discussions to explore the nutritional concerns of individual at different life stages. Students are also expected to study reference materials distributed in class, from the library or other sources (e.g. newspaper and magazine clippings, and information available on the Internet). Guest speakers will also be invited to deliver seminar on current topics related to nutrition and human development.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td></td><td></td></tr>
<tr><td>1. Test</td><td>20%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td></tr>
<tr><td>2. Seminar Presentation</td><td>20%</td><td></td><td></td><td>√</td><td>√</td><td></td><td></td></tr>
<tr><td>3. Tutorial participation and Class/seminar</td><td>10%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td></tr>
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<tr><td>attendance</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4. Final examination</td><td>50%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
The continuous assessment comprises of tests, in-class assignments as well as seminar presentation. Assignments will be given to encourage critical thinking among students on current issues related to nutrition at different life stages. Students' performance in active participation in discussion during tutorial sessions will be assessed. Seminar presentation will be assessed based on their abilities to gather, analyze and organize relevant information and their abilities to orally present the information in a logical manner.
Both tests and the final examination will be used to assess the knowledge acquired by students and their ability to apply such knowledge.
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<tr><td>Student Study Effort Required</td><td>
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<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lecture</td><td>26 Hrs.</td></tr>
<tr><td>▪ Tutorial</td><td>3 Hrs.</td></tr>
<tr><td>▪ Seminar</td><td>10 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self-study</td><td>60 Hrs.</td></tr>
<tr><td>▪ Assignment</td><td>10 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>109 Hrs.</td></tr>
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<tr><td>Reading List and References</td><td>
Judith E Brown Nutrition Through the life cycle. Belmont CA: Wadsworth/Thompson Learning 2002
Judith Sharlin & Sari Edelstein (Eds) Essentials of life cycle nutrition. Sudbury, Mass: Jones & Bartlet Publishers, 2011
Linder T Overton & Monica R Ewente (Eds) Child Nutrition Physiology. New York: Nova Biomedical Books, 2008
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