



Faculty of Health and Behavioural Sciences
School of Health Sciences
Subject Outline
DIET951 Dietetics 2 – AUTUMN 2013

Section A: Subject Information

Subject Code & Name:	DIET951 Dietetics 2
Credit Points:	8
Pre-requisite(s):	BND 434 or DIET450 OR DIET950
Co-requisite(s):	DIET952 or GHMA929
Restrictions:	For Nutrition and Dietetics students only
Equivalence:	DIET451; BND 434; GHMA934
Assessment:	Case studies (including clinical practice review) 20%, Objective structured clinical examination 20%, Final exam 60%
Session:	Autumn & Spring
Campus Locations:	Wollongong
Delivery Method:	On Campus
Contact Hours:	Weeks 0-12: 6hrs lectures/tutorials per week

Subject Timetable

All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable at via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Lectures:	Wednesday	1030-1230
	Thursday	1030-1230 and 1330-1530
	All in 32.G01	

Attendance/Study time

On-campus delivery: It is expected that students will allocate 16 hours per week to this subject, including class attendance. Class attendance is not an assessable component for the purposes of accumulating marks, but attendance at certain classes may be compulsory and failure to meet attendance requirements may result in a Technical Fail for the subject– please see Section B: Assessment Information for details.

Subject Coordinator/Lecturer

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Lecturer

Name: Melinda Morrison
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Student Administration

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Students should refer to the Faculty of Health & Behavioural Sciences Student Guide for general advice and information. For information refer to the following link http://www.uow.edu.au/health/hbs_central/index.html

Section A: Subject Information

Subject Description

Dietetics concerns the manipulation of food and dietary data with the aim of supporting nutritional health. This subject follows on from content covered in Dietetics 1 and further adapts the nutrition care plan to a range of more complex and specialised disease states in a clinical setting. Dietetics 2 focuses on medical nutrition therapy at a level appropriate for tertiary healthcare interventions. Most of the nutrition interventions would be required in a hospital setting, although patients may require ongoing support for chronic conditions. Specialist areas of dietetic practice include: parenteral and enteral nutrition, gastroenterology, coeliac disease, eating disorders, allergy and food intolerance, liver disease, oncology, HIV/AIDS, renal disease, intensive care and paediatrics. Relevant pathophysiology and biochemistry are covered within the subject but students may require general revision of these areas in preparation for particular lectures. The subject includes medical lectures from specialist consultant practitioners and dietetics lectures from guest dietitians experienced in the relevant areas. Case studies and tutorial work are also included within the lecture framework.

Learning Outcomes

On completion of this subject, students should be able to:

- a. Describe the pathophysiology, clinical features and relevant aspects of nutrition management for major disease states where dietetic intervention is important, and be able to explain this in practical terms to a client
- b. Give the scientific rationale and principles of nutrition care as an intervention to treat a range of diseases in infants, children and adults, and demonstrate knowledge sufficient for safe practice of dietetics
- c. Correctly assess the appropriateness of dietary referrals
- d. Collect all anthropometric, biochemical, clinical, dietary and social information relevant to a nutritional problem prior to assessment
- e. Undertake qualitative and quantitative assessment of diet history data using appropriate reference standards for assessment
- f. Integrate knowledge and assessment data to identify the nutritional problem and then formulate and prioritise realistic nutrition management goals and intervention strategies
- g. Plan a modified or therapeutic diet including appropriate nutrient sources, meal plans, recipes, and special dietary products for use in both inpatient and outpatient settings
- h. Identify barriers to behaviour change and factors likely to hinder compliance, and demonstrate willingness to negotiate strategies with a patient
- i. Establish plans to monitor progress and compliance, and evaluate outcomes
- j. Recognise problems which require referral to other health professionals
- k. Adequately document the nutrition care process

Textbooks and Supplementary Materials

Prescribed Text

L. Kathleen Mahan, MS, RD, CDE, Sylvia Escott-Stump, MA, RD, LDN and Janice L Raymond, MS, RD, CD (2012) Krause's Food & the Nutrition Care Process. (13th Edition) Saunders: Philadelphia.
OR

Shils ME, Olson JA, Shike M & Ross AC (2006) .Modern Nutrition in Health and Disease. (10th edition). Williams & Wilkins: Baltimore.

Supplementary Materials

NUTTAB 2010 Online Food Composition Tables. Available from

<http://www.foodstandards.gov.au/consumerinformation/nuttab2010/nuttab2010onlinesearchabledatabase/onlineversion.cfm>

Supplementary Materials to Be Purchased by Students

Department of Nutrition, Griffith University (2012). Handbook of Nutrition and Dietetics (4th Edition).

Although access to FoodWorks is available at the University, student subscriptions to Food Works are available - http://www.xyris.com.au/foodworks/buy_student.html - 3, 6, 9 and 12 months if you would prefer this option.

Recommended Additional Readings

Dietitians Association of Australia (2009). DAA Nutrition Manual (8th edition). Canberra.

Escott-Stump S (20012). Nutrition and Diagnosis-Related Care. (7th edition). Lippincott Williams & Wilkins: Baltimore.

Mann J and Truswell AS (2012). Essentials of Human Nutrition. (4th edition) Oxford University Press; Oxford.

Thomas B & Bishop J (eds) (2007). Manual of Dietetic Practice (4th edition). The British Dietetic Association, Blackwell Publishing Ltd, Oxford.

References may be purchased at the University Bookshop or copies obtained by contacting the University of Wollongong Library

Recommended readings are not intended as an exhaustive list and students should use the Library catalogue and databases to locate additional resources.

The following are located under the folder "Extra Resources" on the eLearning site:

- Nutrition Care Plan template for case studies
- Copies of tutorial handouts and related resources

A folder with food picture resources is also available.

The following are located under the folder "Lecture Material" on the eLearning site:

- Copies of handouts of lecture handouts

eLearning Space

For information refer to the following link <http://moodle.uowplatform.edu.au/>

eReadings

Electronic readings for this subject are not provided but rather suggested journals for searches can be accessed via the library website.

- European Journal of Clinical Nutrition (EJCN)
<http://www.nature.com/ejcn/>
- American Journal of Clinical Nutrition (AJCN)
<http://ajcn.nutrition.org/>
- Journal of the Academy of Nutrition and Dietetics (JAND)
<http://www.adajournal.org/>
- Nutrition and Dietetics
<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291747-0080>

Timetable of Topics

A full timetable of topics is detailed below.



Wk	Week start date	Lecture 1 Wednesday 1030-1230	Lecture 2 Thursday 1030-1230	Lecture 3 Thursday 1330-1530	OTHER LECTURES/ PRACTICALS outside regular hours/ ASSESSMENTS
0	25/02	Introduction, Revision and Medical Terminology (Eleanor Beck)	Coeliac Disease (Dr Kim Faulkner-Hogg)	Introduction to Interpreting Biochemistry (Kelly Lambert)	
1	04/03	Exam Feedback: Complex Case Discussion & Prioritisation (Eleanor Beck)	11 – 12.30 ?Check if room avail till 1pm Liver Disease (Helen Vidot)	Liver Disease (Helen Vidot)	
2	11/03	Tutorial Coeliac Disease	Total Parenteral/Enteral Nutrition (Suzie Daniels)	Total Parenteral/Enteral Nutrition (Suzie Daniels)	
3	18/03	NO LECTURE OSCE for DIET452	Gastroenterology 1 (Nazy Zarshenas)	Bariatric Surgery (Nazy Zarshenas)	
4	25/03*	Tutorial Enteral Feeding	Neurology (Jessica Boehme Speech Pathologist + Amanda Owers Dietitian)	Neurology (Jessica Boehme Speech Pathologist + Amanda Owers Dietitian)	
5	01/04*	Tutorial - Gastroenterology	HIV & AIDS (L. Houtzager & Dr Tim Barnes)	Renal Medicine (Dr Maureen Lonergan)	Assessment 1 Part A due 04/04/13
6	08/04	HIV/AIDS (Louise Houtzager & Dr Tim Barnes)	Renal Dietetics (Kelly Lambert)	Renal Dietetics (Kelly Lambert)	
7	15/04	Tutorial Renal (Eleanor Beck)	Gastroenerology 2 (Nazy Zarshenas)	Gastroenterology 3 (Nazy Zarshenas)	
Break	22/04*				
8	29/04	Mental Health <i>Alexandra McClelland APD</i>	Medical Oncology Dr Elias Nasser	Oncology (May Mak Liverpool)	
9	06/05	IBS, FODMAP & Intolerances (Dr Anne Swain)	Tutorial Oncology – Ruth Vo	Eating Disorders Anita Needham	Assessment 1 Part B due 08/05/13
10	13/05	IBD/Gastro Medical Ruth Vo (Liverpool)	ICU (Maya De Veaux)	OSCE preparation (Eleanor Beck and Melinda Morrison)	
11	20/05	Palliative Care Tutorial (Eleanor Beck)	DAA CONFERENCE	DAA CONFERENCE	OSCE Assessments this week
12	27/05		Exam Revision lecture (Paeds Day Tuesday)		Tuesday 28/05 Paeds day SCH 0830-1700
13	03/06	No lecture	Final Exam		WEEK 13 Time and Venue TBC

Dietetic Competency Standards

The National Competency Standards for Entry Level Dietitians in Australia (2009) describe the skills and attributes which all dietitians must demonstrate for entry to the profession. Assessment of competency requires students to have sufficient knowledge (such as that learnt in coursework subjects) and suitable attitudes (to learning and engagement) but the key outcome required is **performance** of the skill/competency to provide evidence of competency. This means that final assessment for many performance criteria will take place on your final professional placements. See <http://daa.asn.au/universities-recognition/national-competency-standards/> for complete details. Graduates must meet ALL performance criteria to pass dietetic studies and be eligible for entry to the Accredited Practising Dietitian (APD) program of the Dietitians Associations of Australia (DAA).

As the second of two dietetic subjects concerned with individual case management, Dietetics 2 covers some of the performance criteria required for an entry-level dietitian. This subject does not meet all aspects of the criteria associated with individual case management as additional content from professional placement is required. However, as students enrolled in a professional degree program you should ensure that you are familiar with all competency requirements and ensure that the foundation competency units (7 - Research and Evaluation; 8 - Management and Organisation; 9 - Professionalism, Advocacy, Innovation and Leadership) are incorporated into all aspects of your learning and practice. Similarly, aspects of Units 2 (Nutrition Communication) and 3 (Collection, Analysis and Assessment of Nutrition/Health Data) are included in this subject and students need to begin to incorporate these concepts into all subjects studied within their Nutrition and Dietetic studies (not just those concerned with individual case management).

The Range of variables statements (<http://daa.asn.au/universities-recognition/national-competency-standards/range-of-variables-and-evidence-guides-for-competency-standards/>) define concepts such as “covering a range of medical conditions” and will assist students in understanding how broad exposure to the dietetic process across a range of situations/conditions will provide opportunity for competency development. Specifically for Dietetics 2, the following **elements and performance criteria** are reflected within the coursework.

Unit 1 Underlying Knowledge

Demonstrates knowledge sufficient to ensure safe practice

Elements	Performance criteria
1.1 Applies current knowledge of the theory of human nutrition and dietetics and related practice to a level which supports safe practice	Performance criteria have not been defined for the Elements in Unit 1 as it is a knowledge based competency
1.2 Describes personal, social, cultural, psychological, environmental, economic and political factors influencing food and food use, food habits, diet and lifestyle	
1.3 Demonstrates knowledge of foods and food preparation methods used in the practice community	
1.4 Relates knowledge of food science to nutrition and dietetics	
1.11 Conducts or uses nutrition research methodology, research principles and evidence-based practice including qualitative and quantitative research methods	
1.14 Applies clinical reasoning theory	

Unit 2 Nutrition Communication

Demonstrates effective and appropriate skills in listening and communicating information, advice, education and professional opinion to individuals, groups and communities

All elements of this unit should be begin to be reflected in assessment in this subjects, particularly unit 2.1 – translates technical nutrition information into practical advice on nutrition and eating.

Unit 3 Collection, analysis and assessment of nutrition/health data

Collects, organises and assesses data relating to the health and nutritional status of individuals, groups and populations

Elements	Performance criteria
3.2 Collects health and medical, social, cultural, psychological, economic, personal and environmental data	3.2.1 Identifies and records health and medical, social, cultural, psychological, physical activity, economic, personal and environmental data, which are necessary to plan nutritional management 3.2.2 Uses a variety of sources to obtain health and medical, social, cultural, psychological, economic, personal and environmental data, taking into account ethical issues
3.3 Provides assessment of food intake data	3.3.1 Selects a suitable method and level of detail for assessing intake of foods and nutrients identified by referral, the client, previous history or epidemiological data 3.3.2 Is able to estimate nutrient intake for individuals using food composition tables and/or databases and compare with Nutrient Reference Values (NRVs) or estimated requirements 3.3.4 Uses food guidance systems to contribute to the assessment of the client's dietary intake
3.4 Provides assessment of nutritional status	3.4.1 Selects suitable methods for assessment of anthropometry and body composition 3.4.2 Is able to interpret anthropometric and body composition and nutritional assessment data using appropriate reference ranges 3.4.3 Recognises clinical signs of malnutrition
3.5 Assesses and assigns priorities to all data	3.5.1 Accurately interprets dietary, health, medical, anthropometric, and body composition data against standards relevant to the nutritional issues 3.5.2 Makes judgements about potential impact of health and medical, social, cultural, psychological, economic, personal and environmental factors on nutrition 3.5.3 Integrates assessment data in order to assign priorities for nutrition and resource planning
3.6 Draws justifiable conclusions from all data	3.6.1 Defines nutrition problems/diagnoses as a prelude to planning management 3.6.2 Documents the collection, analysis and assessment process as a basis for planning

Unit 4 Individual Case Management

Manages client-centred nutrition care for individuals

Elements	Performance criteria
4.1 Undertakes screening and assessment to identify and prioritise those at nutritional risk	4.1.1 Demonstrates awareness of the range of validated nutrition screening and assessment tools available, including strengths and limitations 4.1.2 Identifies and uses appropriate validated tools in nutrition screening and assessment 4.1.3 Includes appropriate follow-up timeline
4.2 Determines nutritional status using assessment data	4.2.1 Interprets available documentation to identify problems 4.2.2 Assesses anthropometric and other body composition data 4.2.3 Assesses clinical, biochemical and other biomedical parameters 4.2.4 Assesses dietary intake, food habits, mental health and well-being issues, physical activity and lifestyle habits
4.3 Makes appropriate nutrition diagnoses	4.3.1 Organises, interprets and prioritises data to undertake nutritional diagnoses 4.3.2 Refers to all available evidence to inform clinical judgement 4.3.3 Formulates and prioritises nutrition diagnoses
4.4 Prepares plan for achieving management goals in collaboration with client or carer and other members of	4.4.2 Identifies nutrition outcome measures and performance indicators 4.4.3 Develops dietary prescriptions and formulates meal plans and

Elements	Performance criteria
health care team	feeding regimens consistent with nutrition goals
4.6 Implements nutrition care plan in collaboration with client or carer and other members of health care team	4.6.1 Selects the most suitable strategy in terms of feasibility and client outcome
4.8 Documents and communicates all steps of the process	4.8.1 Maintains clear and concise records, in accordance with the organisation's policy and legal requirements, of all facets of the nutrition care process 4.8.2 Formulates unambiguous instructions for other personnel involved in the delivery of nutrition care

Unit 7 Research and Evaluation

Integrates research and evaluation principles into practice

Elements	Performance criteria
7.1 Adopts a questioning and critical approach in all aspects of practice	7.1.1 Formulates a clear understanding of the nature of a practice problem 7.1.2 Applies an evidence-based approach to practice 7.1.3 Identifies and selects appropriate research methods to investigate and resolve practice problems 7.1.4 Applies valid and relevant conclusions and recommendations to practice
7.2 Evaluates practice on an ongoing basis	7.2.1 Monitors and reviews the ongoing effectiveness of practice and modifies it accordingly
7.3 Conducts research using appropriate research methods, ethical processes and procedures and statistical analysis	7.3.1 Critically reviews the literature 7.3.2 Utilises ethical procedures in the research process 7.3.3 Identifies and selects appropriate research methods to investigate and resolve practice problems 7.3.4 Collects and interprets information, including qualitative and quantitative data 7.3.5 Documents outcomes of research using the research process
7.4 Applies evaluation findings into practice	7.4.1 Applies evidence and judgement to food and nutrition issues

Unit 8 Management and Organisation

Applies management principles in the provision of nutrition services, programs and products

Elements	Performance criteria
8.1 Applies organisational skills in the practice of nutrition and dietetics	8.1.1 Manages workload and resources to complete tasks within required timeframes 8.1.3 Allocates resources (time, personnel, other) according to established priorities

Unit 9 Professionalism, advocacy, innovation and leadership

Demonstrates a professional, ethical and entrepreneurial approach advocating for excellence in nutrition and dietetics

Elements	Performance criteria
9.1 Demonstrates safe practice	9.1.1 Exercises professional duty of care in accordance with the DAA Code of Professional Conduct and the organisation's guidelines or protocols 9.1.2 Refers clients/patients/issues to appropriate professional when beyond own level or area of competence

9.2 Develops and maintains a credible professional role by commitment to excellence of practice	9.2.1 Complies with legislation and regulations which define ethical behaviour, including maintaining confidentiality 9.2.2 Accepts responsibility for and manages, implements and evaluates personal professional development 9.2.3 Demonstrates consistent, reflective practice in collaboration with peers and mentors
9.3 Demonstrates professional leadership to promote the contribution of nutrition and dietetics to health and prevention of disease	9.3.1 Advocates for the role of nutrition and dietetics 9.3.4 Demonstrates willingness to share information and act as a resource person to, and advocate for, colleagues, community and other agencies
9.4 Creates solutions which match and solve problems	9.4.1 Discusses and explores ideas with colleagues/others on an ongoing basis 9.4.2 Seeks external ideas 9.4.3 Demonstrates initiative by proactively developing solutions to problems
9.5 Advocates on behalf of individuals, groups and the profession to positively influence the wider political, social and commercial environment, about factors which affect eating behaviour and nutritional standards	9.5.1 Recognises the role of interdepartmental, interagency (government, non-government and professional) and industry co-operation to reduce barriers to healthy eating habits
9.6 Demonstrates cultural awareness	9.6.1 Understands what is meant by cultural awareness with respect to the Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse (CALD) communities and is aware of the skills required for communicating in a culturally respectful way 9.6.2 Has a working knowledge of the nutrition issues and diet related diseases impacting on the health of Aboriginal and Torres Strait Islanders and people from CALD communities 9.6.3 Has an awareness of the current policy and implementation frameworks for Aboriginal and Torres Strait Islander and CALD communities
9.7 Develops sustainable collaborative relationships and networks	9.7.1 Contributes effectively to work undertaken as part of a multi-disciplinary team 9.7.2 Builds relationships with stakeholders 9.7.3 Acknowledges the different ways that different people may contribute to building or enhancing a team

Graduate Qualities

Information on the UOW Graduate Qualities can be found at via the Learning and Teaching link on the UOW homepage. The University of Wollongong has developed five graduate qualities which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities in particular will be enhanced by their participation in this subject:

1. **Informed:** Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.
2. **Independent learners:** Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. **Problem solvers:** Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.
4. **Effective communicators:** Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.
5. **Responsible:** Understand how decisions can affect others and make ethically informed choices.

Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

Recent Improvements to this Subject

Change: Inclusion of DAA competency standards in all lecture objectives and outlines.

Reason: to ensure students can identify purpose of subject content and utilise competency standards as a framework for learning.

Other Information

Students should refer to the Faculty of Health & Behavioural Sciences Student Guide for general advice and information. The Student Guide is available on the HBS Central website, which is accessed by navigating the links on the Faculty of Health & Behavioural Sciences homepage.

Section B: Assessment

Minimum Requirements for a Pass in this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, students must meet all of the minimum performance requirements as listed below. Failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject even where total marks accumulated are greater than 50%.

Minimum Academic Performance: A Technical Fail (TF) grade **will** be awarded for the subject even where a student gains a total mark that would otherwise allow a passing grade if a student meets one or more of the following criteria:

- does not pass all assessment tasks, including the final exam

It should be noted that the pass mark for the final examination is 60%.

A Pass overall (which includes at least 60% in the final exam) is required to be able to progress to the placement component of the dietetics program.

Minimum Attendance and Participation: student attendance and participation in the Hospital Orientation Program (HOP) and the lecture day at the Sydney Children's Hospital is compulsory and students must attend 100% of classes. Absences will require a medical certificate or other suitable documentation which must be presented to Student Central (via the Student Academic Consideration process) as soon as practical after the absence has occurred. Students who do not meet minimum attendance requirements may be awarded a Technical Fail (TF) for this subject.

Where a Technical Fail is awarded, the grade is displayed as TF but a mark is not displayed on the academic transcript. For the purposes of calculating a Weighted Average Mark (WAM) a TF is allocated a mark of 49.

Details of Assessment Tasks

Assessment 1	Case Study Assessment
Format	Written Assignment
Due date	Part A 04/04/13; Part B 08/05/13
Weighting	20% (10% each part)
Pass mark	50% (25/50 marks for each case study)
Length	Completion of 2 case study templates (max of 6 pages for each case study, including answers to questions + maximum 1000 words critical discussion each case study)
Details	Two complete case studies
Submission	Submit a hard copy of your assignment to HBS Central.

This assessment is designed to complement the lecture material and encourage you to apply dietetic theory in a real life setting. You should complete the case studies using headings in the nutrition care plan template located on the eLearning site for this subject.

FOR EACH CASE STUDY

Nutrition Care Process Description	Marks Allocated
<i>Nutrition Assessment</i>	
Reason for referral to dietitian, client history and nutrition focused physical findings	2 marks
Anthropometry, biochemical data and medical tests	2 marks
Nutrition Assessment calculations (dietary requirements)	2 marks
Food and Nutrition History Ready Reckoner Calculations	4 marks
<i>Nutrition Diagnosis</i>	
PES statements - preferably 3	2 marks
<i>Nutrition Intervention</i>	
Food and Nutrient Delivery ie Suggested Meal Plan and Ready Reckoner Analysis	4 marks
Education and Counseling listing nutrition goals and strategies for the case	5 marks
<i>Correct completion of Case Questions</i>	4 marks
TOTAL FOR EACH OF TWO CASE STUDIES	25 marks

**CRITICAL DISCUSSION
FOR EACH CASE STUDY**

<i>Outline of best practice dietary care (dot points sufficient)</i>	7 marks
<i>Listing of two experimental/controversial dietary treatments for each case study topic area and brief outline of care (dot points sufficient)</i>	7 marks
<i>Critical discussion of reasons for/against this care (maximum 500 words/case study) including relevant references</i>	11 marks
TOTAL FOR EACH OF TWO CASE STUDIES	25 marks

Each case study has 50 marks allocated; total is 100 marks equal to 20% of subject marks

Assessment 2	Objective structured clinical examination (OSCE)
Format	Practical exam
Due date	Monday and Tuesday of Week 11, times to be confirmed
Weighting	20%
Pass mark	Competency based assessment (see below) and minimum of 10/20%
Length	Oral and written exam
Details	Practical demonstration of skills and written examination that may include concepts from Dietetics 1 & Dietetics 2
Submission	Written exam will be handed in to the co-ordinator during class

The Objective Structured Clinical Examination will be based on material covered in all lectures and tutorials. All students attending the examination are required to be dressed in appropriate professional attire. Please note that this assessment is a compulsory element. You must pass all competency sections to be eligible for a passing grade in this subject.

This assessment task relates specifically to the Dietetic Nutrition Care Process including the assessment and planning phase utilising both subjective and objective data. The purpose of the assessment is to identify safe practice prior to clinical placement and be marked against the National Competency Standards for Entry Level Dietitians. Full details will be provided in by Week 8 of session.

Details of oral exam component

The 20-30 minute oral clinical examination will be conducted during Week 11.

To be eligible to commence the oral clinical examination, students must have passed all previous assessments. Students must arrive at the examination venue 15 minutes prior to the commencement of their clinical examination. Each student will be given a time between 8.30am and 5:30 pm. PUNCTUALITY IS ESSENTIAL.

The oral and written assessment will be marked using the following criteria based on the National Competency Standards for Entry Level Dietitians.

Task	National Competency Standards for Entry level Dietitians in Australia	Marks/ 100
1	Undertakes screening and assessment to identify and prioritise those at risk (4.1) Provides assessment of nutritional status (3.4) & Determines nutritional status using assessment data (4.2)	10
2	Provides assessment of food intake data (3.3)	30
3	Assesses and assigns priorities to all data (3.5) Draws justifiable conclusions from all data (3.6) Makes appropriate nutrition diagnoses (4.3)	30
4	Implements nutrition care plan in collaboration with client or carer and other members of the healthcare team (4.6) Documents and communicates all steps of the process (4.8)	30

Assessment 3	Final Examination
Format	Written examination paper
Due date	To be confirmed during formal university exam weeks
Weighting	60%
Pass mark	60% (72/120 marks)
Length	3 hours
Details	Written on campus examination

Examination format:

The examination will include 30 multiple choice questions (30 marks), 2 case studies (60 marks), and 6 short answer questions (30 marks). Any material presented in the subject is potentially examinable. Students **must achieve at least 60% in the exam to be able to progress to placement.**

Assessment 3 will be marked using the following criteria:

- | | |
|------------------------------|----------|
| 1. Multiple choice questions | 30 marks |
| 2. 2x Case study questions | 60 marks |
| 3. 6x Short answer questions | 30 marks |

Scaling

Scaling will not occur in this subject.

Submission of Assignments

Specific submission instructions have been included in the assignment details section of this outline. A Health and Behavioural Sciences assignment cover sheet must be attached to all assignments and all sections of the cover sheet must be completed by the student. Receipts will be issued on submission of assignments and students are required to retain this receipt until they have received the final mark for that assessment task. The receipt is the only proof of submission of assignments and students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Note that if assignments are submitted in the after-hours slot in HBS Central or via post, the receipt must be filled out and left attached to the coversheet. The receipt will be stamped and retained under the counter at HBS Central for later collection during business hours. You must collect your receipt personally and you will be required to show your student card at the counter of HBS Central to obtain your receipt. Any assignments received without the coversheet attached, receipt section completed in full or receipt missing will not be receipted.

Students may post their assignments in to:

HBS Central (41.152)
University of Wollongong
Wollongong NSW 2522

Distance assignment coversheets provided with the subject materials package are to be completed and attached to all assignments individually – do not attach more than one assignment to a coversheet. Receipt of assignments from Distance students will be acknowledged by email provided that you include your student email account (e.g. js234@uowmail.edu.au) on the assignment coversheet. If you have submitted an assignment that includes your email account details and have not received an email receipt within 5 working days, please contact HBS Central on 02 4221 3492. Please keep a copy of your assignment in case of loss after mailing. Assignments will be returned by post as quickly as possible after marking.

Due Date

Unless otherwise specified, assignments are due by 4:00pm on the due date specified for the assessment task.

The date of submission by post for students will be considered to be the postmark date stamped on the assignment envelope. Note that it is not generally necessary to use Express Post as long as the envelope is clearly postmarked. However, approved late submission or other requirements of the Subject Coordinator may

necessitate use of Express Post. If Express Post is used you will need to specifically request that the Post Office postmark your envelope, as Express Post envelopes do not normally carry a postmark.

Late Submission

Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is the total possible marks x 0.05 x number of days late. For example:

Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply ($100 \times 0.05 \times 7$). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment (85 (original mark) – 35 marks (late penalty) = $50/100$ (final mark)).

Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ($(20 \times 0.05 \times 3)$). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = $14/20$ (final mark)).

For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

No marks will be awarded for work submitted either: a) after the assessment has been returned to the students or b) more than two weeks after the due date, whichever is the sooner. Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

Extensions

An extension of time to submit assignments can only be granted by the subject coordinator in exceptional circumstances. Pressure of work, either from employment or from other studies, is not an acceptable reason for seeking an extension of time. Carefully note the due date for each assignment and plan your work so that deadlines can be met.

Students seeking an extension must submit an application for academic consideration through SOLS with appropriate documentation PRIOR to the deadline for submission of the assessment task.

Assessment Return

Marked assignments will be handed out in class or be available for collection during academic consultation hours OR according to the arrangement announced by the Subject Coordinator. In accordance with University Policy marked assignments will usually only be retained by the Subject Coordinator/Tutor for 21 days after the declaration of the marks for that assignment. After that time any uncollected assignments will be destroyed.

Supplementary Assessments

Students can log on to SOLS and click on the link titled "Supplementary Assessment" to view any applicable offers or use the following link; <http://www.uow.edu.au/student/exams/suppassess/index.html>. Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made. Supplementary assessment is not offered where more than one assessment is deemed as not meeting suitable standards. Supplementary assessment is not offered based on OSCE assessment where communication problems are identified as the primary source of failure.

Examination Rules

In 2012, there were a number of changes to the University Examination Rules that affect all current students. You can find this information at the following link; <http://www.uow.edu.au/student/exams/index.html>.

Supplementary Examinations

You can find the information for supplementary examinations at the following link;
<http://www.uow.edu.au/student/exams/aboutsupp/index.html>.

Student Academic Consideration Policy

Academic Consideration is a process intended to help minimise the impact of serious or extenuating circumstances beyond a student's control which significantly impair a student's ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study. Academic consideration may be granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances.

It is not possible for academic consideration to compensate for every consequence of illness, injury, other serious cause, or extenuating circumstance affecting a student's academic progress. However, academic consideration, where appropriate, may help to minimise the impact of such circumstances by providing a mechanism to vary assessment requirements of a subject or to avoid some of the usual consequences of failure in a subject.

To apply for academic consideration you must submit an application via SOLS, as well as relevant documentation which is submitted in person to Student Central in Bld 17. The Subject Coordinator will be automatically notified of your request once you have submitted documentation and they will approve or decline your application. Students should log on to SOLS to see if their request has been approved. In the event of a genuine emergency, you must notify the Subject Coordinator as soon as possible by whatever means practical at the time, and follow with a formal academic consideration request as soon as you are able to.

The full policy on Student Academic Consideration is found in the Policy Directory on the UOW website.

System of Referencing Used for Written Work

The School uses the Harvard system of referencing, unless otherwise specified for a particular assignment – check Details of Assessment Tasks.

A summary of Harvard system can be accessed via the Library homepage, Related Links, Referencing and citing: <http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>.

Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

Plagiarism

Plagiarism means using the ideas of someone else without giving them proper credit. ALL work submitted for assessment MUST BE YOUR OWN. The other person may be an author, a lecturer or another student. The work may previously have been published in print or on the Web.

Plagiarism will not be tolerated and may result in the imposition of severe penalties. The University of Wollongong has the power to reprimand and penalise any student found guilty of such offences. If plagiarism is suspected, this will result in appropriate investigations.

“Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University's Academic Integrity and Plagiarism Policy as set out in the University Handbook, the University's online Policy Directory and in Faculty Handbooks and subject guides. . Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism has led to the expulsion from the University.”

To avoid plagiarism when using other people's work, take care to reference appropriately. For assistance with correct referencing technique, consult with your tutor or lecturer. The Learning Development Centre also provides assistance to students on how to correctly reference.

Please note that you are required to sign a declaration on the assignment cover sheet, stating that you have read and met the requirements for the assignment, that (except for group assignments) you have not

collaborated with other students, that you have not plagiarised and that, where you have used the work of others, you have referenced it appropriately. Academic staff will return your assignment unmarked if you have not signed the declaration.

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

Section C – General Advice

Students should refer to the Faculty of Health & Behavioural Sciences Student Guide for information on policies, learning and support services and other general advice.

The HBS Student Guide is available on the HBS Central website, which is accessed by navigating the links on the Faculty of Health & Behavioural Sciences homepage.