School of Medicine

DIET450: Dietetics 1

Subject Outline
Autumn, 2017
On-Campus
Wollongong

Subject Information
Credit Points: 8
Pre-requisite(s): SHS 211/MEDI211 and BIOL214
Co-requisite(s): MEDI351 or MEDI353 or MEDI361 or MEDI363
Restrictions: For Nutrition and Dietetics students only
Contact Hours: 6 hrs Lecture/Tutorial per week

Subject Contacts

Subject Coordinator/Lecturer
Name: A/Prof Eleanor Beck
Location: Building 41, Room 312
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Email: eleanor_beck@uow.edu.au
Consultation mode and times: Email for an appointment

Subject Coordinator/Lecture
Name: Ms Meredith Kennedy
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Consultation mode and times: Email for an appointment

Student Support and Advice
For general enquiries please contact StudentHub 41:
Location: 41.138B
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
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Section A: General Information

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the pathophysiology, clinical features and relevant aspects of management of several disease entities where dietetic intervention is important for prevention and treatment</td>
</tr>
<tr>
<td>2.</td>
<td>Give the scientific rationale and principles of nutrition care as an intervention to treat/prevention of a range of conditions in adults and children and demonstrate knowledge sufficient for safe practice of dietetics</td>
</tr>
<tr>
<td>3.</td>
<td>Correctly assess the appropriateness of dietary referrals</td>
</tr>
<tr>
<td>4.</td>
<td>Collect all medical, anthropometric, biochemical, social and dietary information relevant to a nutritional problem prior to assessment</td>
</tr>
<tr>
<td>5.</td>
<td>Undertake qualitative and quantitative assessment of diet history data using appropriate reference standards for assessment</td>
</tr>
<tr>
<td>6.</td>
<td>Integrate knowledge and assessment data to identify nutritional problems and then formulate and prioritise realistic nutrition management goals and intervention strategies</td>
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<tr>
<td>7.</td>
<td>Plan a modified or therapeutic diet including appropriate nutrient sources, meal plans, recipes, special dietary products for use in both inpatient and outpatient settings, as well as within the broader community</td>
</tr>
<tr>
<td>8.</td>
<td>Identify barriers to behaviour change and factors likely to hinder compliance, and demonstrate willingness to negotiate strategies with a patient</td>
</tr>
<tr>
<td>9.</td>
<td>Establish plans to monitor progress and compliance, and evaluate outcomes</td>
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<tr>
<td>10.</td>
<td>Recognise problems which require referral to other health professionals</td>
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</table>

Subject Description

Dietetics concerns the relationship between food and nutrition and health. The subject focuses attention on the nutrition and dietetic care of individuals, particularly in the community where nutritional intervention will improve or support quality of life. As the first two dietics subjects concerned with the management of individuals, this subject will introduce you to the theoretical knowledge that forms the foundation of safe and effective practice in individual case management. It will draw upon much of your earlier studies. In particular you should revise your understanding of nutrition through the life cycle, human physiology and metabolic biochemistry.

Readings, References and Materials

Textbooks

The following text(s) will need to be purchased by students enrolled in this class.


The following texts are suggested for this subject, students may find these a useful resource. They are available to students through the library.


OR

Materials
Nil

Recommended Readings
The following references complement the prescribed textbooks:

- Practice in Evidence Based Nutrition Database (PEN) available through UOW library

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

The following are located under the weekly folders “Lectures” on the eLearning site:

- Learning objectives for individual topics
- Copies of handouts of lecture handouts

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

Recent Changes to this Subject
Addition of simulation session

Dietetic Competency Standards
Please refer to Appendix 1: Dietetic Competency Standards. It is critical that all students have familiarised themselves with the competency standards.

List of Topics Covered
The following are examples of the topics to be covered in this course. This is not an exhaustive list and will be subject to change.

Lecture Topics
- What do Dietitians do?
- Introduction to Dietetic Competencies and Professional Practice
- Introduction to Ready Reckoners
- Nutrients, foods and cuisines
- Overview of the dietetics nutrition care process, incorporating IDNT
- Fundamental principles of dietetics: Managing lifestyle related disease
- Individual Case management- Nutrition Assessment
- Estimating energy requirements
- Qualitative and quantitative dietary assessment
- Menu Planning for Individuals & Virtual supermarket tour
- Introduction to Obesity
- Nutrition in Social Media
- Introduction to Cardiovascular Disease & Obesity – Goals, Strategies & Practical Tips
- Simple nutrition concerns – “friends” seeking advice; general dietary advice
• Dietetics for Obesity
• Cardiovascular Disease – Medical Lecture
• Medical lecture on Diabetes (GDM, IGT, Type 1 & Type 2)
• Cultural Awareness
• Dietetics for Cardiovascular Disease
• Dietetics for Diabetes
• Malnutrition screening & assessment Conducting MNA, SGA & PG-SGA
• Allergies and Intolerances
• Optimising nutrition for infants and toddlers
• Normal nutrition through the life cycle
• Nutrition & Disability
• Aged care and nutrition support, dementia care
• Food Drug Interactions

A Timetable of Topics will be available from the eLearning site in week 1 of session.
Section B: Assessment

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Ready Reckoner Assessment</td>
<td>29/03/17</td>
<td>14/04/17</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Case Studies</td>
<td>Case Study A due 12/04/17</td>
<td>A – 31/04/17</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study B due 10/05/17</td>
<td>B – 31/05/17</td>
<td></td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Final Examination</td>
<td>During exam period</td>
<td></td>
<td>60%</td>
</tr>
</tbody>
</table>

**Details of Assessment Tasks**

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

**Assessment 1**

- **Due Date:** 12/04/17
- **Weighting:** 20%
- **Submission:** Exam papers and answers must be submitted at the conclusion of the exam
- **Type of Collaboration:** Individual Assessment
- **Length:** Diet history video (approximately 15 minutes) + 50 minutes
- **Details:**
  1. Observe the diet history interview provided on the DVD in class time.
  2. Write legibly the details of the diet history listing foods, quantities and timing of each meal or snack.
  3. Estimate the energy, protein, fat, carbohydrate, fibre and alcohol content of the diet history provided using the ready-reckoner developed by the class, provided the grams and each macronutrient and relevant energy content.
  4. Comment on the diet history both qualitatively and quantitatively
  5. Respond to the relevant questions related to the diet history which are provided on the examination paper
- **Style and format:** In class examination
- **Subject Learning Outcomes:** 4 and 5

**Marking Criteria**

- Correct dictation of diet history including quantification of intake: 5 Marks
- Correct analysis using ready reckoner: 7 Marks
- Qualitative and quantitative analysis summary: 3 Marks
- Responses to questions on diet history observed: 5 Marks

**Total:** 20 Marks
### Assessment 2

<table>
<thead>
<tr>
<th>Case Studies</th>
</tr>
</thead>
</table>
| **Due Date** | A - 12/04/17  
                B - 10/05/17 |
| **Weighting** | 20%          |
| **Submission** | Submit an electronic copy of your assessment via upload to eLearning. Students are encouraged to submit a hard copy to the subject coordinator in addition to this electronic lodgement for detailed written feedback to be provided. |
| **Type of Collaboration** | Individual Assessment |
| **Length** | Completion of 2 case study templates. This assessment is designed to complement the lecture material and encourage you to apply dietetic theory in a real life setting. Details of assessments will be provided on the Moodle teaching site with case study details provided a minimum of 2 weeks prior to the assessment due date. |
| **Details** | Two complete case studies |
| **Style and format** | Written Assignment |
| **Subject Learning Outcomes** | These case studies cover all steps in the nutrition care process, addressing learning outcomes 1-10 |

#### Marking Criteria – 20 marks for each case study for 10% of total subject marks on each case study

- 8/20 marks are awarded for correct completion of the nutrition assessment included correct PES statements.
- To achieve full marks, students will correctly prioritise the nutrition diagnoses; complete all sections of the assessment correctly; calculate correct energy requirements; make a reasonable calculation of energy intake from the diet history.
- 10/20 marks are awarded for correct prioritisation of nutrition goals, education and strategies (page 3 of the nutrition care plan provided) and provision of a suitable meal plan to meet these goals.
- 2/20 marks are awarded for insightful answers to questions.

**A mark of ≥17/20 represents high distinction standard:**
No significant errors; prioritisation of correct dietary concerns with realistic suggestions for change. Answers show considerable thought and some innovation in strategies.

**A mark of ≥15-17 represents a distinction standard:**
Small errors overall. Correct diagnosis and strategies but poorly prioritised or, mostly correct and realistic suggestions for change, but with some errors.

**A mark of ≥13-15 represents a credit standard:**
All information is correctly transcribed from the history, and generally helpful suggestions made to for the client however these are not necessarily prioritised or an area of concern is included which would not be a priority in an initial consultation. Generally suitable suggestions for change.

**A mark of ≥10-13 represents a pass standard:**
Nutrition diagnosis is not the primary area of concern for the patient. Suggestions and strategies for changes are generic rather than patient specific.

**A mark of <10 represents a fail:**
Incorrect diagnosis, calculations from diet history not within reasonable assumptions of intake from diet history. Poor or unsuitable suggestions for change.

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### Assessment 3

<table>
<thead>
<tr>
<th>Final Examination</th>
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<tbody>
<tr>
<td><strong>Due Date</strong></td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td><strong>Submission</strong></td>
</tr>
<tr>
<td><strong>Type of Collaboration</strong></td>
</tr>
<tr>
<td><strong>Length</strong></td>
</tr>
<tr>
<td><strong>Details</strong></td>
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</tbody>
</table>
Any material presented in the subject is potentially examinable. Students must achieve at least 60% in the exam to be able to study Dietetics 2 (DIET451 and the co-requisite subject DIET452 Communication in Healthcare Practice)

<table>
<thead>
<tr>
<th>Style and format</th>
<th>Written examination paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Learning Outcomes</td>
<td>This examination covers all steps in the nutrition care process, addressing learning outcomes 1-10</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td></td>
</tr>
</tbody>
</table>

**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, 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%.

The minimum performance requirements for this subject are:

- pass all assessment tasks
- obtain a mark of at least 60% in the final examination

**Minimum Student Attendance and Participation**

It is expected that students will allocate 16 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks. This is a professional subject which includes external guest lecturers. Attendance at lectures is an expectation of professional behaviour and any absences should be discussed with the subject coordinator.

Student attendance at practical classes is compulsory and students must attend at least 100% of classes. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: [http://www.uow.edu.au/student/central/academicconsideration/index.html](http://www.uow.edu.au/student/central/academicconsideration/index.html)

**Scaling**

Scaling will not occur in this subject.

**Late Submission**

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: [http://www.uow.edu.au/student/central/academicconsideration/index.html](http://www.uow.edu.au/student/central/academicconsideration/index.html)

**Late Submission Penalty**

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

For example:

- Student A submits an assessment which is marked out of 100. The assessment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The
assessment 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 assessment (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 x 0.05 x 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)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

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.

**Supplementary Assessments**

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.

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers or use the following link:


**System of Referencing Used for Written Work**

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: [http://uow.libguides.com/refcite](http://uow.libguides.com/refcite).

**Submission of Assessments**

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. 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 assessments in the event that re-submission is required.

**Assessment Return/Feedback**

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.
Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication.

Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about

- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue

- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy

- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid ‘text-speak’ abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf

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.
Lecture, Tutorial, Laboratory Times

On campus
All timetable information is subject to variation. Check latest timetabling information on the ‘Current Student’ webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.

Timetable information can be accessed from

Key University Dates can be accessed from

Extraordinary Changes for the Subject after Release of the Subject Outline
In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics
Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to

The Assessment Quality Cycle
The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:
a. design of the assessment suite and individual assessment tasks;
b. marking of individual assessment tasks;
c. finalisation of subject marks and grades; and

d. review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

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

“The University’s Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. 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 or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by
uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.”

**Student Academic Complaints Policy (Coursework or Higher Degree Research)**

In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

**Student Support Services and Facilities**

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University”, “Help at University” as well as information and support on “Careers and Jobs”. [http://www.uow.edu.au/student/services/index.html](http://www.uow.edu.au/student/services/index.html)

**Student Etiquette**

UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University's grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark %</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| High Distinction HD | 85-100 | A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):  
• consistent evidence of deep and critical understanding  
• substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches  
• critical evaluation of problems, their solutions and their implications  
• use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work  
• creativity in application as appropriate to the discipline  
• eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline  
• consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy  
• all or almost all answers correct, very few or none incorrect |
| Distinction D | 75-84 | A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):  
• evidence of integration and evaluation of critical ideas, principles, concepts and/or theories  
• distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts  
• demonstration of frequent originality in defining and analysing issues or problems and providing solutions  
• fluent and thorough communication of information and ideas in terms of the conventions of the discipline  
• frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy  
• most answers correct, few incorrect |
| Credit C | 65-74 | A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):  
• evidence of learning that goes beyond replication of content knowledge or skills  
• demonstration of solid understanding of fundamental concepts in the field of study  
• demonstration of the ability to apply these concepts in a variety of contexts  
• use of convincing arguments with appropriate coherent and logical reasoning  
• clear communication of information and ideas in terms of the conventions of the discipline  
• regular application of appropriate skills, techniques and methods with high levels of precision and accuracy  
• many answers correct, some incorrect |
| Pass P | 50-64 | A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable):  
• knowledge, understanding and application of fundamental concepts of the field of study  
• use of routine arguments with acceptable reasoning  
• adequate communication of information and ideas in terms of the conventions of the discipline  
• ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy  
• a combination of correct and incorrect answers |
| Fail F | <50 | A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes. |
| Technical Fail TF | | A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes. |
| Satisfactory S | | A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes. |
| Unsatisfactory U | | An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes. |
| Excellent E | | An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject. |

More details on UOW Grade descriptors can be found on the following link  
University Policies
Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment - Teaching

b. Teaching and Assessment: Assessment and Feedback Policy

c. Teaching and Assessment: Subject Delivery Policy

d. Code of Practice – Research, where relevant

e. Code of Practice – Honours, where relevant

f. Student Charter

g. Code of Practice – Student Professional Experience, where relevant

h. Academic Integrity and Plagiarism Policy

i. Student Academic Consideration Policy

j. Course Progress Policy

k. Copyright Policy

l. Academic Complaints Policy (Coursework and Honours Students)

m. Inclusive Language Policy

n. Workplace Health and Safety, where relevant

o. Intellectual Property Policy

p. IP Student Assessment of Intellectual Property Policy, where relevant

q. Policy on Ethical Objection by Students to the Use of Animal and Animal Products in
   Coursework Subjects, where relevant

r. Human Research Ethics Guidelines, where relevant

s. Animal Research Guidelines, where relevant
t. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students

<table>
<thead>
<tr>
<th>Version</th>
<th>Release Date</th>
<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20161205</td>
<td>Eleanor Beck – Subject Coordinator</td>
<td>Sonia Losinno – Learning and Teaching Officer</td>
<td>DIET450 Autumn 2017 Subject Outline</td>
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</tbody>
</table>
School of Medicine

DIET450: Dietetics 1

Subject Outline
Autumn, 2017
On-Campus
Wollongong

Subject Information
Credit Points: 8
Pre-requisite(s): SHS 211/MEDI211 and BIOL214
Co-requisite(s): MEDI351 or MEDI353 or MEDI361 or MEDI363
Restrictions: For Nutrition and Dietetics students only
Contact Hours: 6 hrs Lecture/Tutorial per week

Subject Contacts

Subject Coordinator/Lecturer
Name: A/Prof Eleanor Beck
Location: Building 41, Room 312
Telephone: 61 2 4298 1271
Email: eleanor_beck@uow.edu.au
Consultation mode and times: Email for an appointment

Subject Coordinator/Lecture
Name: Ms Meredith Kennedy
Location: Building 41, Room 223
Telephone: 61 2 4221 5032
Email: meredith_kennedy@uow.edu.au
Consultation mode and times: Email for an appointment

Student Support and Advice
For general enquiries please contact StudentHub 41:
Location: 41.138B
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
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Section A: General Information

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Describe the pathophysiology, clinical features and relevant aspects of management of several disease entities where dietetic intervention is important for prevention and treatment.

2. Give the scientific rationale and principles of nutrition care as an intervention to treat/prevention of a range of conditions in adults and children and demonstrate knowledge sufficient for safe practice of dietetics.

3. Correctly assess the appropriateness of dietary referrals.

4. Collect all medical, anthropometric, biochemical, social and dietary information relevant to a nutritional problem prior to assessment.

5. Undertake qualitative and quantitative assessment of diet history data using appropriate reference standards for assessment.

6. Integrate knowledge and assessment data to identify nutritional problems and then formulate and prioritise realistic nutrition management goals and intervention strategies.

7. Plan a modified or therapeutic diet including appropriate nutrient sources, meal plans, recipes, special dietary products for use in both inpatient and outpatient settings, as well as within the broader community.

8. Identify barriers to behaviour change and factors likely to hinder compliance, and demonstrate willingness to negotiate strategies with a patient.

9. Establish plans to monitor progress and compliance, and evaluate outcomes.

10. Recognise problems which require referral to other health professionals.

Subject Description

Dietetics concerns the relationship between food and nutrition and health. The subject focuses attention on the nutrition and dietetic care of individuals, particularly in the community where nutritional intervention will improve or support quality of life. As the first two dietetics subjects concerned with the management of individuals, this subject will introduce you to the theoretical knowledge that forms the foundation of safe and effective practice in individual case management. It will draw upon much of your earlier studies. In particular you should revise your understanding of nutrition through the life cycle, human physiology and metabolic biochemistry.

Readings, References and Materials

Textbooks

The following text(s) will need to be purchased by students enrolled in this class.


The following texts are suggested for this subject, students may find these a useful resource. They are available to students through the library.


OR

Materials
Nil

Recommended Readings
The following references complement the prescribed textbooks:

- Practice in Evidence Based Nutrition Database (PEN) available through UOW library

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

The following are located under the weekly folders “Lectures” on the eLearning site:

- Learning objectives for individual topics
- Copies of handouts of lecture handouts

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

Recent Changes to this Subject
Addition of simulation session

Dietetic Competency Standards
Please refer to Appendix 1: Dietetic Competency Standards. *It is critical that all students have familiarised themselves with the competency standards.*

List of Topics Covered
The following are examples of the topics to be covered in this course. This is not an exhaustive list and will be subject to change.

Lecture Topics
- What do Dietitians do?
- Introduction to Dietetic Competencies and Professional Practice
- Introduction to Ready Reckoners
- Nutrients, foods and cuisines
- Overview of the dietetics nutrition care process, incorporating IDNT
- Fundamental principles of dietetics: Managing lifestyle related disease
- Individual Case management- Nutrition Assessment
- Estimating energy requirements
- Qualitative and quantitative dietary assessment
- Menu Planning for Individuals &Virtual supermarket tour
- Introduction to Obesity
- Nutrition in Social Media
- Introduction to Cardiovascular Disease & Obesity – Goals, Strategies & Practical Tips
- Simple nutrition concerns – “friends” seeking advice; general dietary advice
• Dietetics for Obesity
• Cardiovascular Disease – Medical Lecture
• Medical lecture on Diabetes (GDM, IGT, Type 1 & Type 2)
• Cultural Awareness
• Dietetics for Cardiovascular Disease
• Dietetics for Diabetes
• Malnutrition screening & assessment Conducting MNA, SGA & PG-SGA
• Allergies and Intolerances
• Optimising nutrition for infants and toddlers
• Normal nutrition through the life cycle
• Nutrition & Disability
• Aged care and nutrition support, dementia care
• Food Drug Interactions

A Timetable of Topics will be available from the eLearning site in week 1 of session.
## Section B: Assessment

### Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Ready Reckoner Assessment</td>
<td>29/03/17</td>
<td>14/04/17</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Case Studies</td>
<td>Case Study A due 12/04/17 A – 31/04/17</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study B due 10/05/17 B – 31/05/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Final Examination</td>
<td>During exam period</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Total Marks</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

### Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

#### Assessment 1

**Ready Reckoner Assessment**

**Due Date**: 12/04/17  
**Weighting**: 20%

**Submission**: Exam papers and answers must be submitted at the conclusion of the exam.

**Type of Collaboration**: Individual Assessment

**Length**: Diet history video (approximately 15 minutes) + 50 minutes

**Details**: Diet history analysis using ready reckoner (from recorded consultation) viewed in class time. Students are asked to:
1. Observe the diet history interview provided on the DVD in class time.
2. Write legibly the details of the diet history listing foods, quantities and timing of each meal or snack.
3. Estimate the energy, protein, fat, carbohydrate, fibre and alcohol content of the diet history provided using the ready-reckoner developed by the class, provided the grams and each macronutrient and relevant energy content.
4. Comment on the diet history both qualitatively and quantitatively
5. Respond to the relevant questions related to the diet history which are provided on the examination paper

**Style and format**: In class examination

**Subject Learning Outcomes**: 4 and 5

**Marking Criteria**: Assessment 1 will be marked using the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct dictation of diet history including quantification of intake</td>
<td>5 Marks</td>
</tr>
<tr>
<td>Correct analysis using ready reckoner</td>
<td>7 Marks</td>
</tr>
<tr>
<td>Qualitative and quantitative analysis summary</td>
<td>3 Marks</td>
</tr>
<tr>
<td>Responses to questions on diet history observed</td>
<td>5 Marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20 Marks</td>
</tr>
</tbody>
</table>
### Assessment 2

<table>
<thead>
<tr>
<th>Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due Date</strong></td>
</tr>
<tr>
<td>A - 12/04/17</td>
</tr>
<tr>
<td>B – 10/05/17</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td><strong>Submission</strong></td>
</tr>
<tr>
<td>Submit an electronic copy of your assessment via upload to eLearning. Students are encouraged to submit a hard copy to the subject coordinator in addition to this electronic lodgement for detailed written feedback to be provided</td>
</tr>
<tr>
<td><strong>Type of Collaboration</strong></td>
</tr>
<tr>
<td>Individual Assessment</td>
</tr>
<tr>
<td><strong>Length</strong></td>
</tr>
<tr>
<td>Completion of 2 case study templates This assessment is designed to complement the lecture material and encourage you to apply dietetic theory in a real life setting. Details of assessments will be provided on the Moodle teaching site with case study details provided a minimum of 2 weeks prior to the assessment due date</td>
</tr>
<tr>
<td><strong>Details</strong></td>
</tr>
<tr>
<td>Two complete case studies</td>
</tr>
<tr>
<td><strong>Style and format</strong></td>
</tr>
<tr>
<td>Written Assignment</td>
</tr>
<tr>
<td><strong>Subject Learning Outcomes</strong></td>
</tr>
<tr>
<td>These case studies cover all steps in the nutrition care process, addressing learning outcomes 1-10</td>
</tr>
</tbody>
</table>

#### Marking Criteria – 20 marks for each case study for 10% of total subject marks on each case study

- 8/20 marks are awarded for correct completion of the nutrition assessment included correct PES statements.
- To achieve full marks, students will correctly prioritise the nutrition diagnoses; complete all sections of the assessment correctly; calculate correct energy requirements; make a reasonable calculation of energy intake from the diet history.
- 10/20 marks are awarded for correct prioritisation of nutrition goals, education and strategies (page 3 of the nutrition care plan provided) and provision of a suitable meal plan to meet these goals.
- 2/20 marks are awarded for insightful answers to questions.

*A mark of ≥17/20 represents high distinction standard:*
No significant errors; prioritisation of correct dietary concerns with realistic suggestions for change. Answers show considerable thought and some innovation in strategies.

*A mark of ≥15-17 represents a distinction standard:*
Small errors overall. Correct diagnosis and strategies but poorly prioritised or, mostly correct and realistic suggestions for change, but with some errors.

*A mark of ≥13-15 represents a credit standard:*
All information is correctly transcribed from the history, and generally helpful suggestions made to for the client however these are not necessarily prioritised or an area of concern is included which would not be a priority in an initial consultation. Generally suitable suggestions for change.

*A mark of ≥10-13 represents a pass standard:*
Nutrition diagnosis is not the primary area of concern for the patient. Suggestions and strategies for changes are generic rather than patient specific.

*A mark of <10 represents a fail:*
Incorrect diagnosis, calculations from diet history not within reasonable assumptions of intake from diet history. Poor or unsuitable suggestions for change.

### Assessment 3

<table>
<thead>
<tr>
<th>Final Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due Date</strong></td>
</tr>
<tr>
<td>Formal Examination Period</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td>60%</td>
</tr>
<tr>
<td><strong>Submission</strong></td>
</tr>
<tr>
<td>Exam papers and answers must be submitted at the conclusion of the exam</td>
</tr>
<tr>
<td><strong>Type of Collaboration</strong></td>
</tr>
<tr>
<td>Individual Assessment</td>
</tr>
<tr>
<td><strong>Length</strong></td>
</tr>
<tr>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Details</strong></td>
</tr>
</tbody>
</table>
| Written on campus examination. The new examination will include 30 MCQ (30 marks), 2 case studies (60 marks) and 6 short answer questions (30 marks)
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, 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%.

The minimum performance requirements for this subject are:

- pass all assessment tasks
- obtain a mark of at least 60% in the final examination

Minimum Student Attendance and Participation

It is expected that students will allocate 16 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks. This is a professional subject which includes external guest lecturers. Attendance at lectures is an expectation of professional behaviour and any absences should be discussed with the subject coordinator.

Student attendance at practical classes is compulsory and students must attend at least 100% of classes. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Scaling

Scaling will not occur in this subject.

Late Submission

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Late Submission Penalty

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

For example:

- Student A submits an assessment which is marked out of 100. The assessment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The
assessment 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 assessment (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 x 0.05 x 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)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

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.

**Supplementary Assessments**

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.

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers or use the following link:

**System of Referencing Used for Written Work**

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://uow.libguides.com/refcite

**Submission of Assessments**

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. 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 assessments in the event that re-submission is required.

**Assessment Return/Feedback**

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.
Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication.

Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about

- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue

- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy

- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid ‘text-speak’ abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoneing the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf

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.
Lecture, Tutorial, Laboratory Times

On campus
All timetable information is subject to variation. Check latest timetabling information on the ‘Current Student’ webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.

Timetable information can be accessed from

Key University Dates can be accessed from

Extraordinary Changes for the Subject after Release of the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics

Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to

The Assessment Quality Cycle

The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:
- design of the assessment suite and individual assessment tasks;
- marking of individual assessment tasks;
- finalisation of subject marks and grades; and
- review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Academic Integrity Policy

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

“The University’s Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. 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 or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by
uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.”

**Student Academic Complaints Policy (Coursework or Higher Degree Research)**

In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

**Student Support Services and Facilities**

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University, “Help at University” as well as information and support on “Careers and Jobs”. [http://www.uow.edu.au/student/services/index.html](http://www.uow.edu.au/student/services/index.html)

**Student Etiquette**

# UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University’s grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark %</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>85-100</td>
<td>A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):</td>
</tr>
<tr>
<td>HD</td>
<td></td>
<td>• consistent evidence of deep and critical understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• critical evaluation of problems, their solutions and their implications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• creativity in application as appropriate to the discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• all or almost all answers correct, very few or none incorrect</td>
</tr>
<tr>
<td>Distinction</td>
<td>75-84</td>
<td>A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>• evidence of integration and evaluation of critical ideas, principles, concepts and/or theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstration of frequent originality in defining and analysing issues or problems and providing solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• fluent and thorough communication of information and ideas in terms of the conventions of the discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• most answers correct, few incorrect</td>
</tr>
<tr>
<td>Credit</td>
<td>65-74</td>
<td>A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>• evidence of learning that goes beyond replication of content knowledge or skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstration of solid understanding of fundamental concepts in the field of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• demonstration of the ability to apply these concepts in a variety of contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of convincing arguments with appropriate coherent and logical reasoning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• clear communication of information and ideas in terms of the conventions of the discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• regular application of appropriate skills, techniques and methods with high levels of precision and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• many answers correct, some incorrect</td>
</tr>
<tr>
<td>Pass</td>
<td>50-64</td>
<td>A pass grade (P) is awarded for performance that provides evidence of a satisfactory level of attainment of the relevant subject learning outcomes, demonstrating (as applicable):</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>• knowledge, understanding and application of fundamental concepts of the field of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of routine arguments with acceptable reasoning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate communication of information and ideas in terms of the conventions of the discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a combination of correct and incorrect answers</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt;50</td>
<td>A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.</td>
</tr>
<tr>
<td>Technical Fail</td>
<td></td>
<td>A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes.</td>
</tr>
<tr>
<td>Technical Fail</td>
<td></td>
<td>TF</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td>A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td>An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td>U</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td>An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject.</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td>E</td>
</tr>
</tbody>
</table>

More details on UOW Grade descriptors can be found on the following link
University Policies

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment - Teaching  

b. Teaching and Assessment: Assessment and Feedback Policy  

c. Teaching and Assessment: Subject Delivery Policy  

d. Code of Practice – Research, where relevant  

e. Code of Practice – Honours, where relevant  

f. Student Charter  

g. Code of Practice – Student Professional Experience, where relevant  

h. Academic Integrity and Plagiarism Policy  

i. Student Academic Consideration Policy  

j. Course Progress Policy  

k. Copyright Policy  

l. Academic Complaints Policy (Coursework and Honours Students)  

m. Inclusive Language Policy  

n. Workplace Health and Safety, where relevant  

o. Intellectual Property Policy  

p. IP Student Assessment of Intellectual Property Policy, where relevant  

q. Policy on Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects, where relevant  

r. Human Research Ethics Guidelines, where relevant  

s. Animal Research Guidelines, where relevant  
t. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students


### Version Control Table

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Release Date</th>
<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20161205</td>
<td>Eleanor Beck – Subject Coordinator</td>
<td>Sonia Losinno – Learning and Teaching Officer</td>
<td>DIET450 Autumn 2017 Subject Outline</td>
</tr>
</tbody>
</table>
National Competency Standards for Dietitians in Australia

The National Competency Standards for Dietitians in Australia were originally published in 1993 and reviewed in 1998, 2005 and 2009. This revision was developed in 2014 and endorsed by Dietitians Association of Australia (DAA) in 2015.

The National Competency Standards for Dietitians in Australia are used to facilitate a shared understanding of competency. More specifically they may be used by:

Students to:
- Identify the relationship between their program of learning, assessment and program outcomes
- Determine what they are expected to do by the end of their university study (on entry to the profession)
- Guide their plans for professional development as part the Accredited Practising Dietitian program

Practitioners to:
- Provide a framework for assessment of students
- Guide professional development plans for the Accredited Practising Dietitian mentoring program
- Describe minimum performance in the workplace

Universities to:
- Design and implement dietetic education programs that are compliant with the DAA Accreditation Standards
- Develop curricula and assessment strategies that are aligned with the Competency Standards
- Graduate entry-level dietetic practitioners that are competent against the Competency Standards.

DAA to:
- Inform standards for accreditation of university programs
- Guide the assessment processes of dietitians whose qualifications are not from Australia and for dietitians returning to practice
- Describe safe performance in the workplace

By patients, clients and the community to:
- Establish the expected knowledge, skills and behaviours of dietitians and provide the standards against which the public can expect safe practice

### Domain 1. Practises professionally

<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Demonstrates safe practice</td>
<td>1.1 Reviews and evaluates the impact of own practice on improving nutritional health</td>
</tr>
<tr>
<td></td>
<td>1.2 Recognises own professional limitations and the profession's scope of practice and seeks assistance as necessary</td>
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<tr>
<td></td>
<td>1.3 Accepts responsibility for and manages, implements and evaluates own personal health and well-being</td>
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<td></td>
<td>1.4 Shows a commitment to professional development and conduct and lifelong learning</td>
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<tr>
<td></td>
<td>1.5 Consistently demonstrates reflective practice in collaboration with supervisors, peers and mentors</td>
</tr>
<tr>
<td></td>
<td>1.6 Accepts responsibility for own actions</td>
</tr>
<tr>
<td></td>
<td>1.7 Demonstrates flexibility, adaptability and resilience and the ability to manage own emotions</td>
</tr>
<tr>
<td>1.2 Practises within ethical and legal frameworks</td>
<td>1.2.1 Exercises professional duty of care in accordance with relevant codes of conduct, ethical requirements and other accepted protocols</td>
</tr>
<tr>
<td></td>
<td>1.2.2 Demonstrates integrity, honesty and fairness</td>
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<tr>
<td></td>
<td>1.2.3 Prepares appropriate documentation according to accepted standards</td>
</tr>
<tr>
<td>1.3 Demonstrates professional leadership</td>
<td>1.3.1 Uses negotiation and conflict resolution skills when required</td>
</tr>
<tr>
<td></td>
<td>1.3.2 Develops and maintains a credible professional role by commitment to excellence of practice</td>
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<td></td>
<td>1.3.3 Seeks, responds to, and provides, effective feedback</td>
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<tr>
<td></td>
<td>1.3.4 Participates in mentoring</td>
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<tr>
<td></td>
<td>1.3.5 Demonstrates initiative by being proactive and developing solutions to problems</td>
</tr>
<tr>
<td>1.4 Practises effectively</td>
<td>1.4.1 Applies organisational, business and management skills in the practice of nutrition and dietetics (effective time, workload and resource management)</td>
</tr>
<tr>
<td></td>
<td>1.4.2 Utilises suitable evaluation tools to review effectiveness of practice</td>
</tr>
<tr>
<td></td>
<td>1.4.3 Identifies and assesses risks, follows risk management protocols and develops basic risk management strategies for services</td>
</tr>
<tr>
<td></td>
<td>1.4.4 Utilises relevant technology and equipment efficiently, effectively and safely</td>
</tr>
<tr>
<td></td>
<td>1.4.5 Applies the principles of marketing to promote healthy eating and influence dietary change</td>
</tr>
<tr>
<td>1.5 Demonstrates cultural competence</td>
<td>1.5.1 Reflects on own culture, values and beliefs and their influence on practice</td>
</tr>
<tr>
<td></td>
<td>1.5.2 Seeks out culturally specific information to inform practice</td>
</tr>
<tr>
<td></td>
<td>1.5.3 Works respectfully with individuals, groups and/or populations from different cultures</td>
</tr>
</tbody>
</table>
### Domain 2. Positively influences the health of individuals, groups and/or populations to achieve nutrition outcomes

<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
</tr>
</thead>
</table>
| 2.1 Applies an evidence-based approach to nutrition and dietetics services | 2.1.1 Collects, analyses and interprets relevant health, medical, cultural, social, psychological, economic, personal, environmental, dietary intake, and food supply data in determining nutritional status  
2.1.2 Makes appropriate nutrition diagnoses and identifies priority nutrition issues based on all available information  
2.1.3 Prioritises key issues, formulates goals and objectives and prepares goal oriented plans in collaboration with patient/client or carer, community/population/service, other members of the health care team, key stakeholders and partners  
2.1.4 Implements, evaluates and adapts nutrition care plans/programs/services in collaboration with patient/client or carer, community/population/service and other members of the health care team or key stakeholders and/or partners |
| 2.2 Influences the food supply to improve the nutritional status of individuals, groups and/or populations | 2.2.1 Applies an approach to practice that recognises the multi-factorial and interconnected determinants influencing nutrition and health  
2.2.2 Identifies opportunities and advocates for change to the wider social, cultural and/or political environment to improve nutrition, food standards or the food supply in various settings  
2.2.3 Acknowledges the multiple factors that influence food choice and the provision of service  
2.2.4 Uses food legislation, regulations and standards to develop, implement and evaluate food systems to maintain food safety  
2.2.5 Applies a socio-ecological approach to the development of strategies to improve nutrition and health |
| 2.3 Facilitates optimal food choice and eating behaviours for health | 2.3.1 Applies a highly developed knowledge of nutrition science, health and disease, food and food preparation methods to tailor recommendations to improve health of individuals, groups and/or populations  
2.3.2 Displays effective active listening, interviewing and interpersonal skills to better understand perspectives of clients, carers, groups and key stakeholders to inform approaches and influence change  
2.3.3 Uses client-centred counselling skills to negotiate and facilitate nutrition, behaviour and lifestyle change and empower clients with self-management skills |

### Domain 3. Applies critical thinking and integrates evidence into practice

<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
</tr>
</thead>
</table>
| 3.1 Uses best available evidence to inform practice    | 3.1.1 Adopts a questioning and critical approach in all aspects of practice  
3.1.2 Gathers, critiques, uses and shares research and information to support sound decision making with key stakeholders  
3.1.3 Applies problem-solving skills to create realistic solutions to nutrition problems or issues |
| 3.2 Conducts research, evaluation and quality improvement processes using appropriate methods | 3.2.1 Identifies and selects appropriate research methods to investigate food and nutrition problems  
3.2.2 Applies ethical processes to research and evaluation  
3.2.3 Collects, analyses and interprets qualitative and quantitative research and evaluation data  
3.2.4 Accurately documents and disseminates research, quality improvement and evaluation findings |

### Domain 4. Collaborates with clients and stakeholders

<table>
<thead>
<tr>
<th>Key Tasks/Elements</th>
<th>Observable and/or measurable actions</th>
</tr>
</thead>
</table>
| 4.1 Communicates appropriately with individuals, groups, organisations and communities from various cultural, socio-economic, organisational and professional backgrounds | 4.1.1 Practises in a manner that encompasses the needs, preferences and perspectives of others  
4.1.2 Demonstrates empathy and establishes trust and rapport to build an effective relationship with client, carers, families, colleagues, community and other key stakeholders  
4.1.3 Translates technical information into practical advice on food and eating and other relevant topics  
4.1.4 Adapts and tailors communication appropriately for specific audiences  
4.1.5 Communicates clearly and concisely to a range of audiences using a range of media |
| 4.2 Builds capacity of and collaborates with others to improve nutrition and health outcomes | 4.2.1 Shares information with and acts as a resource person for colleagues, community and other agencies  
4.2.2 Identifies, builds relationships with and assists in implementing plans with key stakeholders who have the capacity to influence food intake and supply  
4.2.3 Empowers individuals, groups and/or the broader community to improve their own health through engagement, facilitation, education and collaboration |
| 4.3 Collaborates within and across teams effectively     | 4.3.1 Promotes a high standard of nutrition care, while respecting the goals and roles of clients and other professionals, key stakeholders or groups  
4.3.2 Participates in collaborative decision making, shared responsibility, and shared vision within a team  
4.3.3 Shares responsibility for team action, recognising the diverse roles and responsibilities other team members play  
4.3.4 Guides and supports other team members and peers  
4.3.5 Actively promotes the role of a Dietitian and the broader profession of nutrition and dietetics |