

**ACCREDITATION  
STANDARDS FOR  
ASSOCIATE DEGREE  
PROGRAMS  
IN NUTRITION AND  
DIETETICS (FAP)  
(~~Future Education Model~~)**

June 2019~~7~~

**Accreditation Council  
for Education in  
Nutrition and Dietetics**  
the accrediting agency for the  
Academy of Nutrition  
and Dietetics



## STANDARD 1: Program Characteristics and Resources

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and verification statements, program length and program management.

### REQUIRED ELEMENTS:

- 1.1 The program must be offered in a partnership with a college or university, or be offered by a college or university. The college or university must be located in the U.S. or its territories, be accredited to offer an associate's degree by a U.S. regional institutional accrediting body for higher education and be in good standing with that accrediting body.
  - a. A partnership is defined as two or more independent organizations, one of which is a regionally-accredited college or university, working together under a formal written agreement to sponsor a single program.
  - b. An organization chart must clearly show the relationship of the associate degree program to other programs/services offered. In a partnership, organization charts must clearly show the relationship of the associate degree program to other programs/services offered by each of the sponsoring organizations and the relationship among the sponsoring organizations.
- 1.2 The program shall have the resources needed to fulfill its stated mission and goals.
  - a. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program goals and student outcomes
    - i. Programs offered by partnership must document the responsibilities of and resources provided by each partnership organization.
    - ii. ~~Programs offering tracks (such as distance, part time/full time) must document the resources provided to each track.~~
  - b. Support services resources must include clerical or other staff, physical facilities, access to information or other technologies, student services support, technological support and administrative support.
  - c. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.
- 1.3 The program must award an associate degree and a verification statement upon completion of program requirements.
  - a. If the program admits individuals with an associate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.
- 1.4 The program must have one designated program director who has primary responsibility for the program and communication with ACEND. The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.
  - a. Organizational policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.
  - b. The program director must:
    1. Have **earned at least a master's degree** and have a minimum of three years professional experience post credentialing.
    2. Be credentialed as a registered dietitian nutritionist or a nutrition and dietetics technician, registered by the Commission on Dietetic Registration.

3. Be a full-time employee of the sponsoring organization (or one or more of the sponsoring partnership organizations) as defined by the organization, or a full-time employee of another organization that has been contracted by the sponsoring organization.
  4. Not direct another ACEND-accredited nutrition and dietetics education program.
  5. If the program is offered as a partnership, one individual must serve as program director and have primary responsibility for the program and communication with ACEND.
- c. The program director responsibilities must include, but are not limited to:
1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in **the absence of the director or in cases where the director's full-time** appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.
  2. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).
  3. Student recruitment, advisement, evaluation and counseling.
  4. Maintenance of program accreditation including:
    - a. Timely submission of fees, reports and requests for major program changes;
    - b. **Maintenance of the program's student records, including student advising plans and supervised experiential learning hours [and verification statements](#);**
    - c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;
    - d. **On-going review of program's curriculum to meet the accreditation standards;**
    - e. Facilitation of processes for continuous program evaluation and student [learning outcomes competency](#) assessment and
    - f. [Communication and coordination with program faculty, preceptors and others involved with the program and its students.](#)
- 1.5 The program must determine its length (in years) after taking into consideration the didactic learning and required supervised experiential learning needed by students to demonstrate the required competencies and **mandates from the program's administration** or state legislation. Programs must include both the didactic and supervised experiential learning components integrated into a single program. [Programs offering tracks must document any differences that exist in program length among the tracks.](#)

## STANDARD 2: Program Mission, Goals and Objectives

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare graduates for practice as a Nutrition Health Associate. The mission, goals and objectives must reflect the program.

### REQUIRED ELEMENTS:

- 2.1 The program must have a mission that distinguishes it from other programs in the sponsoring organization(s), is compatible with the mission statement or philosophy of the sponsoring organization(s) and states its preparation of graduates for practice as a Nutrition Health Associate.
- 2.2 The program must have at least two goals focused on program outcomes **that reflect the program's mission.**
- ~~2.3~~ ~~The program must establish one program objective, or more as needed, to evaluate achievement of each of the program's goals and demonstrate that the program is operating in the interest of students and the public.~~
- ~~2.4~~ The program must set the following required program objectives, ~~and~~ align them with their program goals and demonstrate that the program is operating in the interest of students and the public:
  - a. Program Specific: The program must establish one or more program specific objectives for each of the program's goals.
  - a.b. ACEND Required: The program must include the following objectives under one or more of their program's goals. ACEND required objectives must be evaluated annually using an average of data from the previous three years.
    1. Program Completion: The program must develop an objective that states ~~that~~ "At least 80% of program students complete program/degree requirements within \_\_\_years (150% of the program length). (as defined in years).
    2. Graduate Employment: The program must develop an objective that states "Of graduates who seek employment, \_\_\_the percent of program graduates who are expected to be are employed in nutrition and dietetics or related fields within 12 months of graduation".
    3. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate preparation for entry-level practice.

## STANDARD 3: Program Evaluation and Improvement

The program must continuously evaluate the achievement of its mission, goals and objectives. The program must have an evaluation plan, use the plan to collect data, improve the program based on the findings and update the plan accordingly.

### REQUIRED ELEMENTS:

- 3.1 A program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:
  - a. Each program goal.
  - b. Objective(s) that will be used to evaluate achievement of each program goal.
  - c. Qualitative and/or quantitative data needed to determine if goals and objectives have been achieved.
  - d. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).
  - e. Evaluation methods that will be used to collect the data.
  - f. Individuals responsible for ensuring that data are collected.
  - g. Timeline for collecting the necessary data.
- 3.2 The program must evaluate itself based on its program evaluation plan and provide evidence that:
  - a. Data on actual program outcomes ~~for each track~~ are collected ~~separately~~ according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives.
  - b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
  - c. The ACEND-required target for program completion is met.
  - d. Program changes have been made to improve outcomes for any objectives that do not meet the program-specified or ACEND-required target.
  - e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.
- 3.3 Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.

## STANDARD 4: Curriculum and Learning Activities

The competencies must be the basis on which the program's curriculum is built. Demonstration of competence must be integrated in the coursework and supervised experiential learning activities throughout the program.

### REQUIRED ELEMENTS:

4.1 The Curriculum Map template must be used to document:

- a. Each competency (see Appendix A).
- b. Performance indicators [\(see Appendix A\) for each competency on which summative assessment occurs in the curriculum, included in the curriculum that help develop the competency \(see Appendix A\).](#)
- c. Course(s) (including supervised experiential learning) in which [assessment of students will complete the competencies and](#) performance indicators [will occur](#).
- d. How the curriculum:
  1. is sequentially and logically organized,
  2. progresses from introductory to more advanced learning experiences and
  3. builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.

~~e. If differences exist in curriculum among tracks, separate curriculum maps must be developed.~~

4.2 **The program's curriculum must provide learning** experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those with supervised experiential learning) taught within the academic unit must include the relevant competencies.

- a. Learning experiences must prepare students for professional practice with individuals with various health conditions in home and community settings.
- b. Learning experiences must prepare students to work with various populations of diverse cultures, genders and across the life cycle.
- c. Learning experiences must use a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies.

## STANDARD 5: Competency Assessment and Curriculum Improvement

The program must continuously assess achievement of competencies. The program must have a written assessment plan and use the plan to collect and analyze data. The results of the assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.

### REQUIRED ELEMENTS:

- 5.1 The program must have a plan for assessment of competencies (Appendix A) that identifies formative and summative assessment methods used, courses and/or supervised experiential learning activities in which assessment will occur, process for tracking individual student's demonstration of performance indicators/competencies, targets for demonstrating competence and data analysis.

~~A competency assessment plan must be written, reviewed at least annually and updated as needed. The plan must include the following components:~~

~~Each competency (see Appendix A)~~

~~Assessment methods used for formative and/or summative assessment of each competency.~~

~~Target for achieving competency for each assessment method.~~

~~Courses and/or supervised experiential learning activities in which assessment will occur.~~

~~Timeline for collecting formative and/or summative assessment data. Programs are expected to assess each competency annually.~~

~~Summary of data analysis.~~

- 5.2 Formal curriculum review must routinely occur and:

- a. Use results of program evaluation and competency assessment to determine strengths and areas for improvement.
- b. Include input from students and other stakeholders as appropriate.
- c. Include assessment of comparability of educational experiences and consistency of competency achievement when different courses, delivery methods (such as distance education), tracks or sites for supervised experiential learning are used to accomplish the same educational objectives.
- d. Result in actions to maintain or improve student learning.

## STANDARD 6: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

### REQUIRED ELEMENTS:

- 6.1 The program must provide evidence that qualified and appropriately credentialed faculty and preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of program objectives and student competencies.
- 6.2 The requirements for program faculty and preceptors must include:
  - a. Program faculty (faculty within the academic unit) must **meet the sponsoring organization's criteria for appointment** and have sufficient education in a field related to the subject in which they teach or must meet the organization's policy for education and/or equivalent experience.
  - b. Preceptors must have the education and experience needed to provide appropriate guidance for the supervised experiential learning. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students.
  - c. Program faculty, including the program director and preceptors, must show evidence of continued competency appropriate to their teaching or precepting responsibilities, through professional work experience, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
  - d. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and preceptors.
- 6.3 Program faculty and preceptor orientation and training requirements:
  - a. New program faculty members, instructors, teaching assistants and preceptors must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program and the ACEND Standards and required competencies.
  - b. Program faculty members, instructors, teaching assistants and preceptors must receive feedback, and training as needed, based on program evaluation, input from students and changes in the ACEND Standards and required competencies.

## STANDARD 7: Supervised Experiential Learning Sites

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised experiential learning to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities to ensure that sites are able to provide supervised experiential learning compatible with the competencies that students are expected to achieve.

### REQUIRED ELEMENTS:

#### 7.1 Supervised experiential learning site requirements:

- a. The program must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised experiential learning facilities.
- b. Agreements must delineate the rights and responsibilities of both the program and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.

## STANDARD 8: Information to Prospective Students and the Public

The program must provide clear, consistent and accurate information about all program requirements to prospective students and the public at large.

### REQUIRED ELEMENTS:

- 8.1 Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations.
- 8.2 All sources of information for prospective students and the public must provide current and consistent information and each information source must indicate where full program information can be found.
- 8.3 Information about the program must be readily available to prospective students and the public via a website and must include at least the following:
  - a. **Accreditation status, including the full name, address, phone number and website of ACEND on the program's website homepage.**
  - b. **Description of the program, including program's mission, goals and objectives.**
  - c. A statement that program outcomes data are available upon request.
  - d. Information about the requirements and process to become a Nutrition Health Associate and how the program fits into the process.
  - e. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of student identity (such as for distance learning), uniforms and other program-specific costs/fees, in addition to any organizational fees and tuition.
  - f. Application and admission requirements, ~~for which the program is accredited.~~
  - g. Academic and program calendar or schedule.
  - h. Graduation and program completion requirements. ~~for all tracks for which the program is accredited.~~
  - i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
  - j. Requirements and expectations related to distance education.
  - k. If students are required to locate their own supervised experiential learning sites and/or preceptors, requirements for this must be described.

## STANDARD 9: Policies and Procedures

The program must have written policies and procedures that protect the rights of enrolled students and are consistent with current organizational practice. Additional policies and procedures specific to the program and supervised experiential learning components must be provided to students on a timely basis such as in a program handbook or on **the program's website**. The quality of services that are provided to students must be adequate to address their needs.

### REQUIRED ELEMENTS:

9.1 Programs are required to have policies and procedures for program operations including:

- a. Admission Requirements: Programs must establish criteria to determine student potential for success in the program.
- b. **Monitoring Student Performance:** The program's system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student.
- c. Student Retention: Students with minimal chances of success in the program must be counseled into career paths that are appropriate to their ability.
- d. Supervised Experiential Learning Documentation: The program must establish procedures for tracking **individual student's supervised** experiential learning hours in professional work settings and other supervised experiential learning, such as simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.

~~e. Programs offering tracks must document policies that differ among each track.~~

9.2 The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a program handbook or on a program website:

- a. Insurance requirements, including those for professional liability.
- b. Liability for safety in travel to or from assigned areas.
- c. Injury or illness while in a facility for supervised experiential learning.
- d. Drug testing and criminal background checks, if required by the supervised experiential learning-facilities.
- e. Requirement that students doing supervised experiential learning must not be used to replace employees.
- f. When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
- g. The process for filing and handling complaints about the program from students and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.
- h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and organization have been exhausted.
- i. If the program grants credit, supervised experiential **learning hours or direct assessment for student's prior** learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
- j. Annual formative and/or summative assessment of student competence and regular reports of performance and progress.
- k. Program retention and remediation procedures; students must have access to remedial instruction such as through tutorial support.
- l. Disciplinary/termination procedures.
- m. Graduation and/or program completion requirements ~~for all tracks~~ including maximum amount of time allowed for completing program requirements in effect at the time student enrolls.

Standard 9: cont.

- n. [-Verification statement requirements and procedures ensuring that all students completing requirements as established by the program receive verification statements.](#)
- o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student.
- p. Withdrawal and refund of tuition and fees.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of student information, including identifying information used for distance learning.
- s. Student access to their own student files.
- t. Access to student support services, including health services, counseling, tutoring, testing and financial aid resources.

## Appendix A: Competencies and Performance Indicators

Unit 1 Foundational Knowledge	
Applies foundational food and nutrition knowledge to ensure safe, competent and effective services.	
Competencies	Example Performance Indicators
1.1 Demonstrates an understanding of the principles of food and nutrition.	<p>1.1.1 Considers the impact of food and nutrition on wellness, health promotion and disease across the life cycle.</p> <p>1.1.2 Incorporates basic knowledge of food and nutrition requirements to provide appropriate services across the life cycle and across disease states.</p> <p>1.1.3 Identifies, assesses and manages potential food safety risks that may impact food <b>and individual's health</b>.</p> <p>1.1.4 Identifies common risks and suggests improvements to basic nutritional risk management plans.</p> <p>1.1.5 Modifies recipes for acceptability and affordability to accommodate cultural diversity and health status in less complex situations and health conditions.</p> <p>1.1.6 Applies knowledge of food insecurity in the provision of community health services.</p>
1.2 Integrates knowledge of determinants of health into all aspects of nutrition care and services.	<p>1.2.1 Explains to stakeholders how demographic, social and economic factors and ecological issues affect the individual, group and community well-being.</p> <p>1.2.2 Takes into consideration demographics, lifestyle risk factors and socioeconomic factors to manage food and nutrition needs.</p> <p>1.2.3 Identifies key environmental factors that affect services and access to food.</p>
1.3 Demonstrates knowledge of wellness strategies that contribute to long term health.	<p>1.3.1 Supports the development and modifications of wellness, physical activity and nutrition programs to meet the needs of the individual, community and organization.</p> <p>1.3.2 Implements wellness activities for various audiences, utilizing agency-approved materials.</p> <p>1.3.3 Promotes nutritional well-being to the community and assists individuals with self-management for the prevention of non-communicable diseases.</p> <p>1.3.4 Summarizes how society, media, culture, social norms and peer pressures influence wellness.</p>
1.4 Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage.	<p>1.4.1 Follows food safety and sanitation regulations, policies and procedures.</p> <p>1.4.2 Educates others on food safety principles.</p>
1.5 Demonstrates understanding of the public health system.	<p>1.5.1 Identifies appropriate services and refers individuals to public health and health care systems.</p> <p>1.5.2 Promotes nutrition programs and resources within the community.</p>

Unit 2: Professionalism Assumes professional responsibilities to provide safe, ethical and effective nutrition services.	
Competencies	Example Performance Indicators
2.1 Demonstrates ethical behaviors becoming of a professional.	2.1.1 Refers individuals for consultation when issues are beyond scope of practice. 2.1.2 Takes accountability for actions and decisions. 2.1.3 Demonstrates honesty and integrity through trustworthy, transparent, respectful and non-judgmental behaviors. 2.1.4 Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or the community. 2.1.5 Applies person-centered principles to all activities and services. 2.1.6 Understands the dynamics of the provider-individual relationship. 2.1.7 Recognizes, maintains and balances professional boundaries with individuals. 2.1.8 Recognizes and manages ethical dilemmas. 2.1.9 Analyzes the impact of <b>one's own professional behaviors, values, beliefs and actions</b> on others. 2.1.10 Applies principles of the informed consent process prior to engaging an individual in services.
2.2 Engages in reflective practice activities to maintain ongoing competence and self-awareness.	2.2.1 Demonstrates continuous self- <b>awareness by critically evaluating one's own</b> knowledge, skill and judgment to determine the appropriateness of performing the activity and providing the service. 2.2.2 Self-reflects on own experiences and personal opinions. 2.2.3 Self-reflects on own position and relationships in the community and how this impacts the services provided. 2.2.4 Obtains feedback and demonstrates a willingness to consider opinions of others. 2.2.5 Identifies and reviews evidence-informed literature and credible health information sources. 2.2.6 Demonstrates critical thinking to inform decisions and actions. 2.2.7 Reflects on and incorporates own experiences and learning in practice and determines the appropriateness of the situation before proceeding. 2.2.8 Develops own learning goals and objectives and identifies activities to meet goals. 2.2.9 Maintains current knowledge of evidence-informed nutrition and dietetics information.
2.3 Adheres to legislation, regulations, standards of practice and organizational policies.	2.3.1 Understands legislative scope of practice and the professional ethics for nutrition and dietetics practitioners. 2.3.2 Adheres to confidentiality and privacy legislation, practice standards and <b>organization's policies.</b> 2.3.3 Demonstrates awareness of all mandatory reporting obligations. 2.3.4 Protects the confidentiality and security of information throughout collection, storage, use, dissemination and destruction process. 2.3.5 Works within the defined role and responsibilities outlined by the employer.

Unit 3: Individual and Community Services	
Applies and integrates person-centered principles supporting access to services, and promotes health and wellness of an individual and community.	
Competencies	Example Performance Indicators
<p>3.1 Screens basic nutrition status and availability of resources to determine individual's and community's needs.</p>	<p>3.1.1 Uses standardized nutrition screening tools to identify individual's <b>and community's</b> nutritional risks and needs.</p> <p>3.1.2 Adheres to guidelines, protocols and policies when performing nutrition screening.</p> <p>3.1.3 Collects data using interviewing skills, observation and available evidence to inform nutrition screening process.</p> <p>3.1.4 Collects relevant information about the individual's <b>prior function, abilities,</b> nutritional health and environment.</p> <p>3.1.5 Identifies internal and external environmental factors that may impact the individual's <b>or community's nutrition health outcomes.</b></p> <p>3.1.6 Identifies and accesses resources that may enhance the nutritional health and wellness of the individual and community.</p> <p>3.1.7 Reports findings to support the development of the nutrition plan and to inform individual or community nutrition needs.</p> <p>3.1.8 Recognizes individual's <b>nutritional health status, symptoms and abilities and refers to</b> others when appropriate.</p> <p>3.1.9 Determines factors that may influence nutrition intake and nutritional status.</p> <p>3.1.10 Recognizes nutritional health behaviors and determinants of health attributes that influence food habits and preferences in individuals, groups and communities.</p>
<p>3.2 Contributes to the development, monitoring and modifications of the individual's plan of care.</p>	<p>3.2.1 Reports nutrition screening data to inform the development of the nutrition plan of care.</p> <p>3.2.2 Accurately communicates individual's <b>nutritional health status, symptoms and</b> abilities and facilitates appropriate referrals.</p> <p>3.2.3 Communicates cultural and personal nutrition needs of the individual and community to appropriate team members.</p> <p>3.2.4 Supports the individual's <b>understanding of the nutrition plan of care</b> in his or her cultural context.</p> <p>3.2.5 Implements the established nutrition program and plan of care in collaboration with the individual and other team members.</p> <p>3.2.6 Monitors and reports an individual's <b>nutritional health status following</b> established protocols and procedures.</p> <p>3.2.7 Reports changes in nutritional health status, situation, environment and or compliance to appropriate team member.</p>
<p>3.3 Considers the factors that impact food availability in the community within the social determinants of health.</p>	<p>3.3.1 Uses standardized nutrition educational material templates, forms and protocols in menu planning.</p> <p>3.3.2 Demonstrates basic meal preparation skills applying culinary skills and knowledge of healthy food choices and disease management.</p> <p>3.3.3 Reviews an individual's <b>menus considering the nutrition and health needs based on</b> established criteria and nutrition plan of care.</p> <p>3.3.4 Considers the factors that impact food availability in the community.</p> <p>3.3.5 Considers individual needs, nutritional requirements, and aesthetic characteristics of foods, following established guidelines.</p>

Unit 3: Individual and Community Services (cont.)	
Competencies	Example Performance Indicators
3.4 Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals.	<p>3.4.1 Provides nutrition education using approved materials and protocols for meal planning, recipes, understanding food labels and purchasing.</p> <p>3.4.2 Applies knowledge of basic food science and food preparation techniques.</p> <p>3.4.3 Reviews meal plans and recipes and makes recommendations for changes based on established criteria.</p> <p>3.4.4 Promotes healthful food choices and healthful eating behavior.</p>
3.5 Supports program coordination and promotes access to community health resources.	<p>3.5.1 Identifies and explains individual, public, private, organizational and government roles and responsibilities.</p> <p>3.5.2 Maintains current knowledge of community resources available to clients/individuals and the community.</p> <p>3.5.3 Contributes to a community needs assessment and supports implementation of services.</p> <p>3.5.4 Engages in stakeholder consultation to support the development and implementation of a program, service and resource.</p> <p>3.5.5 Takes into consideration sustainability and population disparities when planning for the program, service and resources.</p> <p>3.5.6 Contributes to the design of the nutrition program, service and resources considering the determinants of health.</p> <p>3.5.7 Obtains community and organizational support for the implementation of the program, service and resource.</p> <p>3.5.8 Evaluates services and resources using agency-approved evaluation criteria, tools and methods.</p>
3.6 Provides nutrition information and approved evidence-informed nutrition educational materials to meet the needs of the individual and community.	<p>3.6.1 Determines the needs of the individual or group considering the determinants of health culture and the readiness for change.</p> <p>3.6.2 Selects appropriate evidence-informed materials to meet the needs of the audience.</p> <p>3.6.3 Selects the appropriate delivery method to meet the needs of the audience and overall nutrition goals.</p> <p>3.6.4 Suggests modifications to the materials to ensure cultural acceptance.</p> <p>3.6.5 Evaluates the effectiveness of the nutrition information and education.</p>

Unit 4: Cultural Competence	
Applies cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community.	
Competencies	Example Performance Indicators
4.1 Demonstrates an understanding of the principles of cultural competence.	4.1.1 Develops an awareness of how cultural differences influence interactions. 4.1.2 Gains a holistic understanding of the individual's <b>and community's needs</b> considering the determinants of health. 4.1.3 Develops self-awareness of personal beliefs, values and biases to better serve individuals from different cultures and backgrounds. 4.1.4 Respects the human rights of individuals and the community. 4.1.5 Takes into consideration the culture of the work setting and the different cultures of the team members.
4.2 Identifies and addresses cultural needs of the individual and community.	4.2.1 Identifies and addresses barriers to implementing culturally competent practices. 4.2.2 Identifies strategies for dealing respectfully with individuals whose cultural <b>background or language is different from one's own.</b> 4.2.3 Recognizes the importance of social and cultural norms, community wishes and challenges with integration into the community. 4.2.4 Modifies services to meet the needs of culturally diverse clients/patients and groups. 4.2.5 Promotes delivery of culturally sensitive nutrition care and resources.
4.3 Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community.	4.3.1 Identifies individual's <b>and group's cultural food and eating patterns.</b> 4.3.2 Recognizes cultural diversity in food preparation and traditions. 4.3.3 Integrates knowledge of cultural foods when practicing culinary skills and when selecting and providing nutrition educational materials.

Unit 5: Communication, Collaboration and Advocacy	
Applies effective communication techniques to achieve common nutrition health goals.	
Competencies	Example Performance Indicators
<p>5.1 Applies effective written and oral communication skills and techniques.</p>	<p>5.1.1 Communicates clearly and effectively.            5.1.2 Identifies and addresses barriers to communication.            5.1.3 Selects appropriate mode of communication for specific messaging.            5.1.4 Adapts communication style to meet diverse needs of individuals and groups.            5.1.5 Utilizes technology competently, ethically and efficiently to support delivery of services.            5.1.7 Documents all individual encounters following the standards of the profession and organizational policies.            5.1.8 Confirms information is credible and evidence-informed prior to communications.</p>
<p>5.2 Works collaboratively with team members, individuals and the community.</p>	<p>5.2.1 Communicates role and responsibilities accurately to others.            5.2.2 Applies networking skills to establish opportunities and to support individuals and community services.            5.2.3 Respects the opinions and values of others.            5.2.4 Seeks consultation and refers to other professionals when needed.            5.2.5 Demonstrates conflict management skills.            5.2.6 Understands meeting management principles in order to effectively participate in meetings and small group activities.            5.2.7 Collaborates with community partners and stakeholders in promoting individual, group and community nutritional health.            5.2.8 Consults with others and provides nutrition information within the community using agency-approved nutrition education materials.</p>
<p>5.3 Advocates for nutrition programs and services for individuals and the community.</p>	<p>5.3.1 Defines and compares various types of community advocacy opportunities.            5.3.2 Participates in advocacy-based activities.            5.3.3 Identifies and suggests strategies for reaching individuals with limited access to resources.</p>