

**ACCREDITATION
STANDARDS FOR
BACHELOR'S DEGREE
PROGRAMS
IN NUTRITION AND
DIETETICS (FBP)
(~~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 offered by a college or university. The college or university must be located in the U.S. or its territories, be accredited **to offer a bachelor'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 **bachelor's** degree program to other programs/services offered; in a partnership, organization charts must clearly show the relationship of the **bachelor's** degree program to other programs/services offered by 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 partnerships 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 a **bachelor's** degree and a verification statement upon completion of program requirements **to individuals who enter the program with an associate's degree or less**.
 - a. If the program admits individuals with a **bachelor's** 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**, 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;
 - f. Communication and coordination with program faculty, preceptors and others involved with the program and its students; and
 - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration credentialing exam.
- 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 and Dietetics Technician, Registered. 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 and Dietetics Technician, Registered.
- 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.
 - 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-graduates will~~ 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 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.
 4. Registration Exam:
 1. The program must develop an objective that states ~~the "_____ percent of program graduates who are expected to take the Commission on Dietetics Registration (CDR) credentialing exam for nutrition and dietetics technicians within 12 months of program completion".~~
 2. The program must develop an objective that states "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for nutrition and dietetics technicians is at least 70%". ~~at least 80% of graduates over a five-year period pass the CDR credentialing exam for nutrition and dietetics technicians within one year following first attempt. If less than five years of pass rate data are available, programs will be evaluated on data available.~~

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 targets for program completion and credentialing exam pass rate are 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 (Appendix A).~~
- c. Course(s) (including supervised experiential learning) in which ~~assessment of performance indicators will occur, students will complete the competencies and performance indicators.~~
- 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.

~~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 clients/-patients with less complex, less acute nutritional health needs where environmental supports (e.g. policies, procedures, validated tools, administration, credentialed staff such as registered dietitian nutritionists) are in place.
- b. Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures, genders and across the life cycle including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- 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:~~

- ~~a. — Each competency (see Appendix A).~~
- ~~b. — Assessment methods used for formative and/or summative assessment of each competency.~~
- ~~c. — Target for achieving competency for each assessment method.~~
- ~~d. — Courses and/or supervised experiential learning activities in which assessment will occur.~~
- ~~e. — Timeline for collecting formative and/or summative assessment data. Programs are expected to assess each competency annually.~~
- ~~f. — 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 and dietetics technician, registered (NDTR), including education, supervised experiential learning, passage of the NDTR credentialing exam and state certification/licensure, if applicable; 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 all tracks 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.~~
 - g. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
 - h. Requirements and expectations related to distance education.
 - i. 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.
- 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 sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.	
Competencies	Example Performance Indicators
<p>1.1 Applies a basic understanding of environmental and molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.</p>	<p>1.1.1 Identifies and considers environmental and molecular factors that influence the development of disease.</p> <p>1.1.2 Identifies and considers the influence of food consumption on the development of disease.</p> <p>1.1.3 Identifies the foods needed to treat acute and chronic diseases.</p>
<p>1.2 Demonstrates an understanding of anatomy and physiology.</p>	<p>1.2.1 Recognizes anatomical structures and explains the physiological functions of the body.</p> <p>1.2.2 Describes the physiological processes of the human body.</p> <p>1.2.3 Analyzes the impact of disease state, injury and food on different body systems and functions.</p>
<p>1.3 Demonstrates an understanding of microbiology related to food and nutrition and food safety.</p>	<p>1.3.1 Applies food safety principles across the life cycle.</p> <p>1.3.2 Applies food safety principles during the flow of food.</p>
<p>1.4 Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition.</p>	<p>1.4.1 Applies fundamental chemistry and organic chemistry principles to enhance understanding of food.</p> <p>1.4.2 Applies nutritional biochemistry principles to the understanding of human nutrition and health.</p> <p>1.4.3 Explains the chemical nature of food and the impact on food quality, acceptability and compatibility.</p>
<p>1.5 Applies knowledge of patho-physiology and biochemical functionality to physiology.</p>	<p>1.5.1 Explains ingestion, digestion, absorption, metabolism and excretion of nutrients.</p> <p>1.5.2 Recognizes nutritional biochemical indicators specific to the disease process.</p> <p>1.5.3 Explains the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.</p> <p>1.5.4 Explains the effects of disease, clinical conditions and treatment on nutritional health status.</p>

Unit 1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.	1.6.1 Identifies social and psychological factors affecting intake of food and impacting nutritional status. 1.6.2 Demonstrates an understanding of behavioral health as an overall component of health, wellness and nutritional status. 1.6.3 Defines and discusses the practice of sustainability, food and water waste, reusable/biodegradable items, local produce sourcing and access to food. 1.6.4 Identifies key environmental factors that may affect services and/or access to food.
1.7 Applies the principles of cultural competence within own practice.	1.7.1 Demonstrates knowledge of the cultural competence models. 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. 1.7.4 Identifies and implements strategies to address cultural biases and differences. 1.7.5 Applies culturally sensitive approaches and communication skills. 1.7.6 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.
1.8 Demonstrates knowledge of food and drug interactions.	1.8.1 Identifies the major pharmacological classifications to inform potential drug and food interactions. 1.8.2 Recognizes significant drug and nutrient interactions to inform practice and ensure client/patient safety.
1.9 Demonstrates basic knowledge of complementary and integrative nutrition.	1.9.1 Identifies evidence-based literature and resources related to complementary and integrative nutrition. 1.9.2 Identifies the purpose, risks, disadvantages and contraindications of commonly used complementary and integrative nutrition therapies.
1.10 Demonstrates knowledge of math and statistics.	1.10.1 Understands fundamental statistics concepts and basic application. 1.10.2 Demonstrates understanding and applies mathematical concepts, validated formulas and problem solving in nutrition and food-related activities.
1.11 Demonstrates knowledge of medical terminology when communicating with individuals.	1.11.1 Communicates with health care professionals using basic medical terminology. 1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in oral and written communications. 1.11.3 Demonstrates understanding of common terms used by other disciplines.
1.12 Demonstrates knowledge of and is able to manage food preparation techniques.	1.12.1 Applies appropriate cooking skills and techniques. 1.12.2 Converts recipes and ingredients based on client/patient preferences or dietary needs. 1.12.3 Properly operates equipment and common culinary hand tools. 1.12.4 Complies with and practices safe work habits, identifies safety hazards and employs preventive safety measures. 1.12.5 Applies consistent portion control skills. 1.12.6 Reads and follows recipes. 1.12.7 Evaluates recipes using sensory evaluation methods.

Unit 1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.	<p>1.13.1 Applies nutrition informatics skills in the decision making process.</p> <p>1.13.2 Describes factors to consider when accessing and evaluating nutritional health information in electronic format.</p> <p>1.13.3 Identifies trends in food and nutrition using health information systems.</p> <p>1.13.4 Uses electronic databases to obtain information.</p> <p>1.13.5 Proficiently uses technology and informatics skills to aggregate data and enhance practice and client/patient care.</p>
1.14 Applies nutrition knowledge in the provision of nutrition care across the life cycle.	<p>1.14.1 Compares and contrasts nutrition needs of individuals across the life cycle using validated tools and guidelines.</p> <p>1.14.2 Calculates nutritional needs of individuals based on comparative standards.</p>
1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals and groups.	<p>1.15.1 Determines impact of physical activity and movement on nutritional needs.</p> <p>1.15.2 Compares the relationship between the determinants of health and dimensions of wellness.</p> <p>1.15.3 Applies knowledge of epidemiology related to dimensions of wellness and disease prevention.</p> <p>1.15.4 Recognizes the cause of disease and threats to the health of individuals and groups.</p> <p>1.15.5 Identifies risk reduction strategies for individuals and groups.</p> <p>1.15.6 Keeps current about media, culture and peer influences on dimensions of wellness.</p> <p>1.15.7 Identifies effects of deficiencies and toxicities of nutrients on nutritional health.</p> <p>1.15.8 Applies behavior change theories for nutritional health promotion and disease prevention.</p>

Unit 2: Client/Patient Services	
Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.	
Competencies	Example Performance Indicators
<p>2.1 Applies a framework to assess, implement and evaluate nutritional programs and services in collaboration with others.</p>	<p>2.1.1 Conducts an assessment of the practice setting environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services.</p> <p>2.1.2 Identifies opportunities for nutritional intervention/improvement.</p> <p>2.1.3 Implements programs or services following predefined designs, plans or models.</p> <p>2.1.4 Evaluates effectiveness of nutritional programs, products or services by analyzing reasons for variance from expected outcomes and implements new strategies, as appropriate.</p> <p>2.1.5 Collaborates with appropriate stakeholders.</p>
<p>2.2 Conducts and interprets nutrition screening using validated tools for individuals, groups or targeted populations.</p>	<p>2.2.1 Selects nutrition and activity screening tools taking into consideration all client/patient factors.</p> <p>2.2.2 Compares nutrition screening results with normative references to determine the nutritional risk level of individuals.</p> <p>2.2.3 Determines the appropriate service and referral needs.</p>
<p>2.3 Conducts a nutrition assessment on individuals with less complex or less acute nutritional health care needs when environmental supports (e.g. policies, procedures, validated tools, administration, credentialed staff such as registered dietitian nutritionists) are in place.</p>	<p>2.3.1 Interviews client/patient to collect subjective information considering the determinants of health.</p> <p>2.3.2 Collects, assesses and interprets vital signs and anthropometric measures.</p> <p>2.3.3 Collects routine biochemical tests (e.g. capillary blood glucose levels).</p> <p>2.3.4 Identifies abnormal and normal biochemical values and medical test/procedure results.</p> <p>2.3.5 Determines barriers that might influence a client/patient's nutritional status.</p> <p>2.3.6 Assesses client/patient readiness to learn or to make lifestyle changes.</p>
<p>2.4 Creates PES (problem, etiology and signs or symptoms) statement for less complex, less acute nutritional health care needs when environmental supports are in place to inform the plan of care.</p>	<p>2.4.1 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es).</p> <p>2.4.2 Prioritizes the nutrition diagnosis(es) to inform the plan of care.</p>

Unit 2: Client/Patient Services (cont.)

Competencies	Example Performance Indicators
<p>2.5 Recommends and implements interventions in collaboration with the client/patient and other team members, when environmental supports are in place.</p>	<p>2.5.1 Applies principles of medical nutrition therapy for clients/patients whose condition or nutritional status is less complex and nutrition diagnosis and prognosis are clearly established.</p> <p>2.5.2 Applies education, coaching and counseling theories.</p> <p>2.5.3 Modifies nutrition education materials or delivery methods to meet the needs of the client/patient or group.</p> <p>2.5.4 Transfers nutrition care to RDN or other credentialed health professional when client/patient needs are more complex, when environmental supports change or when client/patient care needs are beyond personal competence or professional scope of practice.</p> <p>2.5.5 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.5.6 Applies coding and billing procedures and policies to assist in obtaining payment for nutrition services under alternate health care payment models when environmental supports are in place.</p>
<p>2.6 Monitors and evaluates the impact of the intervention.</p>	<p>2.6.1 Applies standardized nutrition care outcome indicators to measure nutrition interventions.</p> <p>2.6.2 Evaluates client/patient’s compliance with nutrition intervention.</p> <p>2.6.3 Identifies barriers to meeting client/patient’s nutritional goals.</p> <p>2.6.4 Identifies reasons for deviation from expected nutrition outcomes for a given nutrition intervention for client/patient.</p> <p>2.6.5 Makes and implements modifications to the plan of care or nutritional intervention in collaboration with the client/patient and health care team.</p> <p>2.6.6 Summarizes and documents impact of the interventions on overall client/patient’s nutrition outcomes.</p> <p>2.6.7 Transfers nutrition care to RDN or other credentialed health professional when client/patient needs become more complex, when environment support changes or when client/patient care needs are beyond personal competence or professional scope of practice.</p>

Unit 3: Food Systems Management	
Applies food system principles and management skills to ensure safe and efficient delivery of food and water.	
Competencies	Example Performance Indicators
<p>3.1 Manages the production, distribution and service of quantity and quality food products.</p>	<p>3.1.1 Plans, designs and coordinates nutritionally sound meals that meet client/patient's needs and promote nutritional health and disease management.</p> <p>3.1.2 Ensures work activities and products reflect the organization's mission.</p> <p>3.1.3 Considers opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.</p> <p>3.1.4 Implements processes to facilitate efficient and effective services.</p>
<p>3.2 Coordinates the purchasing, receipt and storage of food products and services.</p>	<p>3.2.1 Conducts a facility analysis of equipment and technological needs based on resource availability, anticipated future growth and sustainability.</p> <p>3.2.2 Identifies and analyzes the need to engage internal or external stakeholders in an agreement or contract.</p> <p>3.2.3 Applies ethical negotiation skills to manage contracts and professional agreements.</p> <p>3.2.4 Coordinates human and financial resources to assure appropriate inventory control.</p> <p>3.2.5 Develops, implements and uses inventory management systems to track and ensure accurate inventory reporting.</p> <p>3.2.6 Analyzes inventory control as it pertains to the food and supplies of the foodservice operation.</p> <p>3.2.7 Manages the process of receiving and storing products, demonstrating adherence to food safety code guidelines and regulations.</p> <p>3.2.8 Manages the relationship between forecasting and production as it pertains to recipe needs and organizational demand.</p>
<p>3.3 Applies principles of food safety and sanitation to the production and service of food.</p>	<p>3.3.1 Maintains currency in and follows applicable legislation and guidelines.</p> <p>3.3.2 Follows safety legislation, regulations, guidelines, policies and procedures applicable to the practice setting environment and services provided.</p> <p>3.3.3 Manages activities related to compliance with health and safety requirements.</p> <p>3.3.4 Applies and educates others on food safety principles.</p> <p>3.3.5 Identifies vulnerabilities in the food supply chain.</p> <p>3.3.6 Adheres to and educates other on infection prevention and control measures.</p> <p>3.3.7 Supports the implementation of an emergency preparedness plan and distribution of services pertaining to foodservice operations.</p>
<p>3.4 Applies an understanding of agricultural practices and processes.</p>	<p>3.4.1 Has a working knowledge of different agricultural food production systems and related terminology.</p> <p>3.4.2 Identifies the need and, when needed, works to establish partnerships with local growers and producers.</p>

Unit 4: Community and Population Health Nutrition	
Applies community and population nutrition health theories when providing support to community or population nutrition programs.	
Competencies	Example Performance Indicators
4.1 Works collaboratively with others to assess, implement and evaluate community and population based programs.	4.1.1 Conducts an assessment of the setting, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding community and population based programs. 4.1.2 Identifies opportunities for nutrition intervention and improvement. 4.1.3 Utilizes strategies to evaluate program effectiveness, analyzing reasons for variance from expected outcome, and implements new strategies as appropriate. 4.1.4 Collaborates with appropriate stakeholders to support the implementation of the nutrition program plan. 4.1.5 Applies an evaluation framework, using approved tools and methods, to support the evaluation of the community nutrition program. 4.1.6 Makes modifications to the nutrition program or services based on data and in collaboration with others.

Unit 5: Leadership, Business, Management and Organization	
Demonstrates leadership, business and management principles to guide practice and achieve operational goals.	
Competencies	Example Performance Indicators
5.1 Demonstrates leadership skills.	5.1.1 Demonstrates understanding of social situations and team dynamics. 5.1.2 Communicates at the appropriate level and understands emotions and emotional situations. 5.1.3 Develops conversational interpersonal skills. 5.1.4 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. 5.1.5 Understands the mentoring role and practices mentoring and precepting others.
5.2 Applies organization management to direct staff and support department operations.	<p><u>Planning</u></p> 5.2.1 Works within an established operational plan by monitoring budget, inventory control, labor and regular daily tasks. 5.2.2 Aligns work and department activities with organizational strategic plan, mission and vision.
	<p><u>Organizing</u></p> 5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. 5.2.4 Sets and monitors clear targets for team members that are aligned with common objectives and goals.
	<p><u>Management</u></p> 5.2.5 Engages in human resource activities adhering to applicable legislation and regulations. 5.2.6 Applies understanding of psychological and sociological perspectives when managing staff and engaging in human resource activities. 5.2.7 Applies change management theories and conflict resolution skills to manage and promote positive change. 5.2.8 Uses persuasive communication skills to influence and produce a desired outcome during negotiations and conflict resolution discussions. 5.2.9 Understands and respects roles and responsibilities of the interprofessional team members.
	<p><u>Controls</u></p> 5.2.10 Collects, understands and analyzes financial data to support fiscally responsible decision making. 5.2.11 Collects and reports data to support the analysis of the department's operational plan and budget.
	<p><u>Time Management</u></p> 5.2.12 Applies principles of time management to monitor and enhance personal productivity and productivity of others. 5.2.13 Prioritizes activities to effectively manage time and workload.
	<p><u>Motivation and Recognition</u></p> 5.2.14 Demonstrates appreciation for team involvement and the value and skills of each member. 5.2.15 Models behaviors that maximize group participation by consulting, listening and communicating clearly. 5.2.16 Takes innovative approaches to build support and maintain a diverse workforce.

Unit 5: Leadership, Business, Management and Organization (cont.)	
Competencies	Example Performance Indicators
5.3 Applies project management principles to achieve project goals and objectives.	5.3.1 Collaborates with others to define the project scope and project plan. 5.3.2 Monitors approved project plan to ensure deliverables are met within the project scope, time and cost. 5.3.3 Reports potential and real risk and suggests options to resolve the risk.
5.4 Incorporates quality and performance improvement into nutrition and dietetics practice.	5.4.1 Establishes goals for improving quality of services in collaboration with others. 5.4.2 Identifies quality and/or performance improvement indicators and supports the development of measurement tools. 5.4.3 Participates in the development of policies and performance measures for quality and quantity of work. 5.4.4 Ensures compliance with external standards, collects data and reports findings. 5.4.5 Collects data to assess the quality of services provided and identifies opportunities for improvement. 5.4.6 Evaluates and analyzes data, reports findings and makes recommendations for quality and/or performance improvement. 5.4.7 Communicates and collaborates with relevant stakeholders to implement changes to improve effectiveness and efficiency.
5.5 Incorporates risk management strategies into practice.	5.5.1 Assesses potential and real risks to an individual, group and or organization. 5.5.2 Identifies and takes action to manage, reduce and or eliminate risk or hazards to self, others and the organization. 5.5.3 Supports implementation of risk management plan.

Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-informed practice, research principles and critical thinking into practice.	
Competencies	Example Performance Indicators
6.1 Incorporates critical thinking skills in practice.	6.1.1 Identifies how critical thinking allows for consideration of multiple factors when problem solving. 6.1.2 Incorporates the thought process used in critical thinking models. 6.1.3 Engages in reflective practice to promote change and continuous learning.
6.2 Identifies and understands the scientific method and research ethics.	6.2.1 Identifies basic steps of the scientific method and scientific processes. 6.2.2 Recognizes research ethics and responsible conduct in research. 6.2.3 Collects and retrieves data using a variety of methods and technologies. 6.2.4 Communicates pre-developed research messaging to a variety of audiences.
6.3 Applies current research and evidence-informed practice to services.	6.3.1 Uses resources to find accurate and current research and evidence-based literature. 6.3.2 Understands basic components of assessing the strengths and limitations of research articles. 6.3.3 Uses research terminology when communicating with other professionals. 6.3.4 Evaluates current research and evidence-informed practice findings to determine the reliability and credibility of information. 6.3.5 Applies current research and evidence-informed practice to deliver safe and effective nutrition care.

Unit 7: Core Professional Behaviors	
Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.	
Competencies	Example Performance Indicators
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.	7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. 7.1.4 Applies client/patient-centered principles to all activities and services. 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information.
7.2 Uses effective communication, collaboration and advocacy skills.	7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. 7.2.3 Participates in advocacy activities to change or promote new legislation and regulation.