

# Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners

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## **FOCUS: DEVELOPMENT OF THE FUTURE EDUCATION MODEL COMPETENCIES AND PERFORMANCE INDICATORS**

- [Subject Matter Experts](#)
- [Subject Matter Experts Outcomes](#)
- [Consensus Panel Outcomes](#)
- [Proposed Competencies and Performance Indicators for Associate Degree Program](#)
- [Proposed Competencies and Performance Indicators for Bachelor Degree Program](#)
- [Proposed Competencies and Performance Indicators for Master Degree Program](#)
- [Appendix A Associate Degree Questionnaire Spring 2016](#)
- [Appendix B Bachelor's Degree Questionnaire Spring 2016](#)
- [Appendix C Master's Degree Questionnaire Spring 2016](#)

# **DEVELOPMENT AND VALIDATION OF ENTRY-LEVEL COMPETENCIES AND PERFORMANCE INDICATORS FOR FUTURE ASSOCIATE, BACHELOR AND MASTER DEGREE PROGRAMS IN NUTRITION AND DIETETICS**

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## **PURPOSE**

The purpose of this project was to develop, verify and gain consensus on professional and clinical competencies and performance indicators for future nutrition and dietetics professionals who graduate, in the year 2025 and beyond, from an associate, bachelors or master's level program.

## **METHOD**

ACEND® contracted with consultant, Leanne Worsfold, to conduct a multi-round Delphi study to gather input from a broad base of stakeholders to gain consensus on professional and clinical competencies for future entry-level nutrition and dietetics professionals. Entry-level competencies (knowledge, skill and judgment) needed upon graduation from an accredited nutrition and dietetics education program for early years of practice were identified. These entry-level competencies could be used to:

- Inform academic curriculum and program syllabi;
- Provide measurable education outcomes for the nutrition and dietetics programs (associate, bachelor and master level);
- Support competency-based learning by outlining student expectation and defining what the student should be able to do upon graduation;
- Shape future nutrition and dietetics practice;
- Introduce a new practitioner (associated degree level);
- Increase patient access to nutrition and dietetics health care services;
- Assist in defining nutrition and dietetics job roles and responsibilities;
- Promote legislative changes in scope of practice; and
- Communicate the role of competence nutrition and dietetic practitioners to internal and external stakeholders (e.g. accreditation bodies and organizations, employers, the public)

The multi-round Delphi study was conducted from spring 2015 through summer 2016 with national samples of credentialed Registered Dietitian Nutritionists (RDNs) and Nutrition and Dietetics Technicians, Registered (NDTRs), employers, allied health professionals, educators and community health workers. The goal of the Delphi process was to systematically facilitate communication of information via several stages of the consultant asking questions, undertaking analysis, providing feedback and asking further questions to develop and validate the competency and performance indicator statements. Information was collected on the draft competencies using focus groups (in-person and via webinar) and an online questionnaire to reach group consensus on the final competencies and performance indicators.

Throughout each stage of the study, participants were asked to consider the anticipated nutrition and dietetics practice landscape 10-years or more out, considering: the aging patient population; emerging healthcare and wellness needs (e.g. mental health, multi and complex health needs, new diseases, disease prevention) and nutrition trends and issues (e.g. genetically modified foods, nutrigenomics, behavior modification, changing climate, sustainability, global health); advancements in technology; anticipated aging health professional populations and lack of human resources; anticipated workplace needs (e.g. community, health care, business, and rural areas); and community and global health issues and needs. Each round of the Delphi study focused on evaluating the list of draft competencies and performance indicators finalized in the previous round and gaining consensus by the ACEND Standards Committee and Expanded Standards Workgroup before being presented to the ACEND Board for final review and approval.

### **Subject Matter Experts**

The first step in the competency development process occurred in spring through fall 2015 with a group of 15 individuals termed subject matter experts (SMEs) that included RDNS and NDTRs from across the United States who were working or had worked as educators or practitioners in a broad spectrum of practice areas (inpatient and outpatient clinical nutrition, foodservice management, school foodservice, business, communication, community nutrition, private practice, public health, college teaching, research, quality management and healthcare administration).

The SMEs were guided through a multi-step process by consultant Worsfold to determine a competency framework, develop a competency outline, determine desired complexity of competency topics for each academic degree and write competencies and performance indicators for future practitioners prepared at the associate, bachelor and master degree levels.

Desired complexity of the identified competency topics was rated by each SME for each degree level as 0, Do not include; 1, Broad knowledge, performs with direct supervision or consultation; 2, Deeper comprehension, uses standardized templates, forms and protocols, seeks referral or guidance when needed or 3, Has extensive knowledge and skill, independently applies critical thinking and professional judgment. The individual ratings were combined and discussed by the SME group to finalize a group rating.

The SMEs then developed competency and performance indicator statements for competency topics included in the outlines for the associate, bachelor and master degree programs in nutrition and dietetics. Their work was vetted with the ACEND Standards Committee, Expanded Standards Workgroup, Visioning Group and the ACEND Board at several points during their work.

### **First Line Review**

The second step of the Delphi process was a first line review by a group of educators and practitioners who participated in online focus groups conducted by consultant Worsfold. A total of 241 individuals were invited to attend one of the 10 focus group sessions to review the draft competencies and performance indicators and offer suggested changes to content and assigned academic level. Based on input received, a revised set of competencies and performance indicators were reviewed by the ACEND

Standards Committee, Expanded Standards Workgroup, Visioning Group, Subject Matter Experts, and the ACEND Board before they were shared more widely for input.

### **Online Stakeholder Survey**

A third step in the process, which involved completion of an online questionnaire (Appendixes A-C), began in April 2016. Random and convenience samples totaling more than 16,000 nutrition and dietetics practitioners, educators, employers and professionals from outside the field of nutrition and dietetics (separate samples for each degree level program) were asked to rate the competencies and the performance indicators. Participants provided ratings on a four-point scale of perceived importance to future practice in the profession (1, Not important to future practice; 2, Minor importance to future practice; 3, Important for future practice; 4, Critical for future practice) for each competency and performance indicator and provided a rating on a four-point scale of the importance to ensuring the public (patient) has access to nutrition and dietetics services (1, Not important; 2, Minor importance, 3, Important; 4, Critically important) for each competency. A traditional scale of frequency performed by the profession was not used, given the competencies were projecting required nutrition and dietetic competence 10 plus-years in the future. Space for comments was included for each competency and its performance indicators.

### **Consensus Panel Meeting**

In June 2016, a Consensus Panel Meeting was convened, which included the ACEND Standards and Executive Committee members and the Expanded Standards Workgroup to review the Delphi study findings and gain consensus on the final competency and performance indicator statements. Ratings received and comments made about the competencies and performance indicators in the online survey were reviewed by the group in a week-long consensus panel meeting. Decisions were made on the wording and inclusion of each competency and performance indicator based on the input received. The finalized list of competencies and performance indicators were incorporated into the *Future Education Model Accreditation Standards* and were presented to the ACEND Board for their review and approval to be released for public comment.

## **RESULTS**

In all rounds of the Delphi process, participants and respondents represented a wide variety of nutrition and dietetics practice settings (clinical care, foodservice, community/public health, government, education) and roles (clinical care, academic, management, foodservice, community) from all regions of the United States. Participants held associate, bachelor, master and/or doctoral degrees and had been in practices from less than three years to more than 20 years. Practitioners from outside the profession (physicians, nurses, allied health practitioners, business and industry executives, community health workers) were used as well to provide input into competencies needed in future nutrition and dietetics practice.

## **Subject Matter Experts Outcomes**

The SMEs first conducted a functional analysis of several competency frameworks and determined a framework that included competencies and performance indicators grouped within competency units would work best for nutrition and dietetics education (see Figure 3) and decided to use this framework for their competency development work.

The SMEs generated an initial list of competency units (Table 1) based on an extensive literature review. Within each competency unit, competency topics were identified. An example of one competency unit and the initial list of competency topics is shown in Table 2. These competency topics were discussed by the group and condensed into a smaller number of topics to reduce overlap and redundancy among topics.

The SMEs completed an exercise wherein they individually rated the desired complexity of each competency topic for each academic degree level. The individual ratings were combined and discussed by the SME group to finalize a group rating. An example of group complexity ratings for one competency unit showing the distinction between the bachelor and master prepared graduates is provided in Table 3. These group ratings were vetted with the ACEND Standards Committee, Expanded Standards Workgroup and the ACEND Board before competency statements and performance indicators were written.

The SME group then worked for several months developing the first draft of the competencies and performance indicators using the results of the competency complexity ratings and Bloom's Cognitive Taxonomy to develop competency statements and indicators of performance mapped to the academic degree level (associate, bachelor and master). In total the group developed nearly 100 competency statements and 600 performance indicators (Table 4). An example of one competency unit (Community and Population Health Nutrition) and the proposed competency statements within that unit for bachelor and master prepared graduates is shown in Table 5. Table 6 includes an example of one competency and the performance indicators developed for that competency.

## **First Line Review Outcomes**

The next round of the competency development Delphi process involved a series of online focus groups to review the draft standards and competencies and offer suggested changes to wording, content and assigned academic level. A total of 98 (41% response) individuals participated in one of the 10 first line review online focus group sessions facilitated by consultant Worsfold.

The first line reviewers offered several changes in verbs used in the competency and performance indicator statements to better reflect the degree level of the program. Additional competency statements and performance indicators were suggested for all three degree level programs (Table 7).

## **Online Survey Outcomes**

An online survey was used to gather input on the draft competencies and performance indicators from a larger group of educators, practitioners and other professionals who work with nutrition and dietetics practitioners; more than 1000 (7% response) responded. Demographic characteristics of the respondents is found in Table 8.

A total of 242 individuals provided ratings for the associate degree program competencies and performance indicators, 459 individuals provided ratings for the bachelor degree and 397 provided ratings for the master degree. The overall mean rating, on a 4-point scale (4-being critical for future practice), of importance to future practice in the profession for the competency and performance indicator statements for all three degree levels was 3.41, standard deviation 0.66. The overall mean rating, on a 4-point scale (4-being critical), of importance to ensuring public access to nutrition and dietetics services for the competencies and performance indicators for all three degree levels was 3.27, standard deviation 0.67. Individual ratings on both scales for each competency are included in Tables 9-11.

### **Associate degree**

The overall mean rating, on a four-point scale (4 being critical for future practice), for importance to the profession of the associate degree competencies and performance indicators was 3.46, standard deviation 0.64. The overall mean rating, on a four-point scale (4 being critical), for importance to public access for the associate degree competencies and performance indicators was 3.26, standard deviation, 0.68.

As shown in Table 9, all of the competencies for the associate degree were rated higher than 3 on the 4 point scale suggesting that all of the competencies were perceived as being important to future practice and to the public. The highest rated competencies were “*Demonstrates an understanding of the principles of food and nutrition*” ( $\mu=3.83\pm.39$ ;  $\mu=3.54\pm.53$  respectively) and “*Demonstrates ethical behaviors becoming of the profession*” ( $\mu=3.78\pm.42$ ;  $\mu=3.66\pm.51$  respectively). The lowest rated competency for importance to future practice in the profession ( $\mu=3.23\pm.78$ ) and for importance to the public ( $\mu=3.08\pm.78$ ) was “*Advocates for programs and services for individuals and the community.*”

### **Bachelor degree**

The overall mean rating, on a four-point scale (4 being critical for future practice), for importance to the profession of the bachelor degree competencies and performance indicators was 3.44, standard deviation 0.67. The overall mean rating, on a four-point scale (4 being critical), for importance to public access for the bachelor degree competencies and performance indicators was 3.27, standard deviation 0.68.

As shown in Table 10, nearly all of the competencies for the bachelor degree were rated higher than 3 on the 4 point scale suggesting that most of the competencies were perceived as being important to future practice and to the public. The highest rated competencies were in the professionalism competency unit: “*Demonstrates ethical behaviors becoming to the profession*” ( $\mu=3.77\pm.48$ ) and “*Adheres to legislation, regulations and standards of practice*” ( $\mu=3.66\pm.52$ ). The lowest rated items for importance to future practice in the profession for the bachelor degree included: “*Demonstrates knowledge of math and statistics*” ( $\mu=2.98\pm.69$ ), “*Coordinates the purchasing, receipt and storage of food products and services*” ( $\mu=2.98\pm.76$ ), “*Incorporates risk management strategies into practice*” ( $\mu=2.94\pm.77$ ), and “*Applies an understanding of agricultural practices, food technology and processes*” ( $\mu=2.92\pm.73$ ). Ratings of importance to the public also were less than 3 for these competencies ( $\mu=2.91\pm.74$ ;  $\mu=2.94\pm.79$ ;  $\mu=2.90\pm.80$ ;  $\mu=2.87\pm.76$ , respectively).

## **Master's degree**

The overall mean rating, on a four-point scale (4 being critical for future practice), for importance to the profession of the master degree competencies and performance indicators was 3.33, standard deviation 0.68. The overall mean rating, on a four-point scale (4 being critical), for importance to public access for the master degree competencies and performance indicators was 3.27, standard deviation 0.66.

As shown in Table 11, nearly all of the competencies for the master degree were rated higher than 3 on the four-point scale suggesting that most of the competencies were perceived as being important to future practice and to the public. The highest rated competencies were: *“Demonstrates ethical behaviors becoming to the profession”* ( $\mu=3.78\pm.43$ ), *“Performs or coordinates nutritional interventions for all individuals, groups and populations”* ( $\mu=3.75\pm.48$ ) and *“Applies current research and evidence-based practice to services”* ( $\mu=3.69\pm.55$ ). The lowest rated items for importance to future practice in the profession for the master degree included: *“Develops and implements risk-management strategies and programs”* ( $\mu=2.90\pm.82$ ), *“Applies and demonstrates an understanding of agricultural practices, food technology and processes”* ( $\mu=2.84\pm.82$ ) and *“Oversees the purchasing, receipt and storage of products used in food production and services”* ( $\mu=2.76\pm.83$ ). Ratings of importance to the public also were less than 3 for these competencies ( $\mu=2.86\pm.82$ ;  $\mu=2.81\pm.76$ ;  $\mu=2.79\pm.78$ , respectively).

## **Consensus Panel Outcomes**

The consensus panel reviewed ratings for each of the competencies and performance indicators and all comments made. The group made decisions to modify or delete items as needed.

## **Associate's degree**

After review of the ratings and the comments, the consensus panel deleted 11 performance indicators due to noted redundancy or too high in scope of practice and modified nine performance indicators and one competency to adjust the expected competence level or to further clarify expectations based on the participants' comments. Terminology was adjusted throughout the document to improve consistency in use of terms. As reported in Table 12, the number of competencies for the associate degree remained unchanged at 20, however, the list of performance indicators was reduced from 132 to 121.

The panel confirmed, based on the competencies perceived to be important for future practice, that the associate degree prepared nutrition and dietetics worker would support community-based nutrition and dietetics services to encourage positive patient and community outcomes.

### **Bachelor's degree**

After review of the ratings and the comments, the consensus panel deleted 24 performance indicators due to noted redundancy or noted as out-of-scope of practice; and modified 19 performance indicators and two competencies to adjust the expected competence level or to further clarify expectation based on the participant comments. Terminology was adjusted throughout the document to improve consistency in use of terms. As reported in Table 12, the number of competencies for the bachelor degree program remained the same at 38; the list of performance indicators was reduced from 240 to 216

The panel confirmed that based on perceptions of future practice of the bachelor degree practitioner the competencies place a focus on autonomous practice in the area of foodservice management and suggest an expectation for the practitioner to have sufficient nutrition knowledge to provide direct patient care when patient care needs are well established and predictable, and work place resources and support (policies, protocols, standardized templates, registered dietitian nutritionists) are in place.

### **Master's degree**

After review of the ratings and the comments, the consensus panel deleted 11 performance indicators due to noted redundancy or noted as out-of-scope of practice; and modified 13 performance indicators and 1 competency to adjust the expected competence level or to further clarify expectations based on the participant comments. Terminology was adjusted throughout the document to improve consistency in use of terms. As reported in Table 12, the number of competencies for the master degree program remained the same at 41; the list of performance indicators was reduced from 289 to 278.

The panel confirmed that based on perceptions of future practice the master degree level nutrition and dietetic professional's competencies places an importance on leadership skills, research, population and global nutrition and managing highly complex patient care needs.

### **Recommended Competencies and Performance Indicators**

The consensus panel finalized a list of proposed competencies and performance indicators for the Future Education Model associate, bachelor and master degree programs (Tables 13-15). This list was then proposed to the ACEND Board by the Standards Committee.



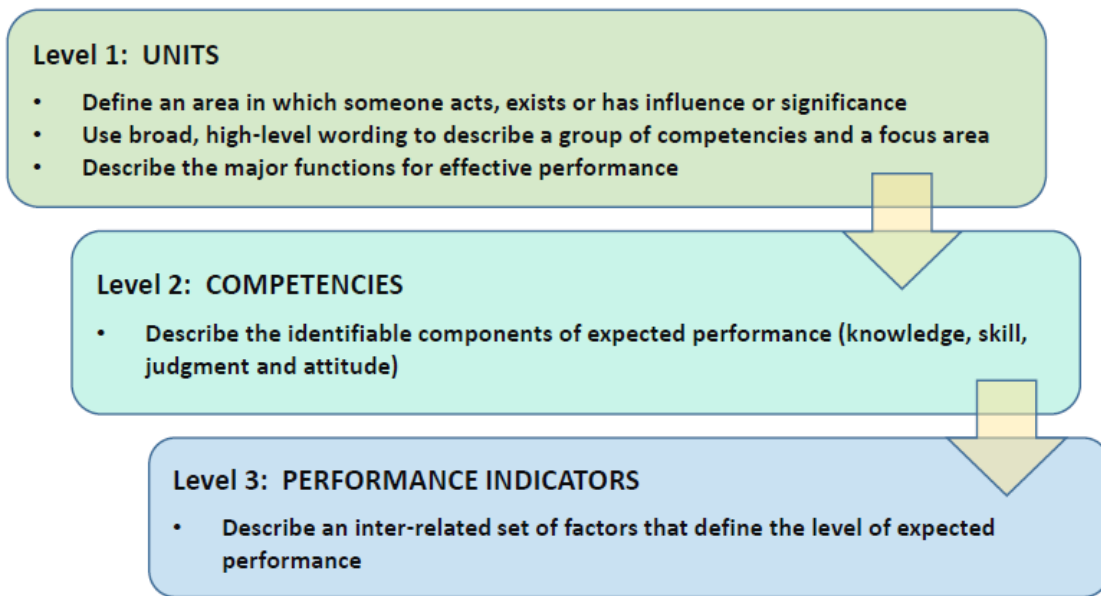


Figure 3: Competency framework used for Future Education Model competency development

Table 1: Initial competency units developed by subject matter experts

<b>Associate Degree Competency Units</b>	<b>Bachelor and Master Degree Competency Units</b>
Foundation Knowledge	Foundation Knowledge
Professionalism	Client Services
Individual and Community Services	Food Systems Management
Cultural Competence	Community and Population Health Nutrition
Communication, Collaboration and Advocacy	Leadership, Management and Organization
	Critical Thinking, Evidence-informed Practice and Research
	Professionalism
	Communication, Collaboration and Advocacy

Table 2: Example of a competency unit and competency topics within that unit

<b>Competency Unit</b>	<b>Competency Topics</b>
Community and Population Health Nutrition	Population-based data collection
	Data synthesis and analysis
	Data interpretation
	Sustainability
	Funding sources
	Surveillance of population issues
	Population health activities
	Nutrition policy
	Behavioral health
	Food assistance
	Development/evaluation of community nutrition programs
	Community engagement and partnerships
	Government reimbursements/leveraging resources
	Disparities in population health
	Environmental influences
	Corporate wellness
	Food availability/resources/ food insecurity
	Community advocacy
International nutrition /global health	
Government policy/legislation (local, state, federal, international)	

Table 3: Example of a competency unit, competency topics and complexity rating

<b>Competency Unit</b>	<b>Competency Topics</b>	<b>Complexity Level Bachelor<sup>a</sup></b>	<b>Complexity Level Master<sup>a</sup></b>
Community and Population Health Nutrition	Public health systems	1	2, 3
	Principles of health promotion and population health	1	2, 3
	Prevention, wellness and outreach	1, 2	2, 3
	Nutrition care process specific to community and population	1, 2	3
	Epidemiology and biostatistics	0	2
	Policies, guidelines and standards	1	2, 3
	Environmental and system change	0	3

<sup>a</sup> Scale: 0, Do not include; 1, Broad knowledge, performs with direct supervision or consultation; 2, Deeper comprehension, uses standardized templates, forms and protocols, seeks referral or guidance when needed or 3, Has extensive knowledge and skill, independently applies critical thinking and professional judgment

Table 4. Total number of competency units, competency statements and performance indicators developed by subject matter experts

<b>Degree</b>	<b>Competency Units</b>	<b>Competency Statements</b>	<b>Performance Indicators</b>
Associate	5	20	120
Bachelor	8	35	205
Master	8	38	269

Table 5: Example of a competency unit and competency statements for bachelor and master degree developed by subject matter experts

<b>Unit</b>	<b>Bachelor Competencies</b>	<b>Master Competencies</b>
Community and Population Health Nutrition ( <i>Applies community and population health theories to address nutrition and global health and wellness</i> )	1. Assesses, plans, implements and evaluates community-based programs.	1. Assesses, plans, implements and evaluates community-, population- and/or global-based programs to improve the nutritional health of vulnerable populations.
		2. Identifies community, population, global environmental and public-health hazards, and participates in and/or coordinates the management of the situation.
		3. Engages in legislative and regulatory activities that address global nutrition health and nutrition policy.

Table 6: Example of performance indicator statements developed by subject matter experts for a competency statement for the master degree

<b>Unit:</b> Community and Population Health Nutrition ( <i>Applies community and population health theories to address nutrition and global health and wellness</i> )
<b>Competency:</b> Assesses, plans, implements and evaluates community-, population- and/or global-based programs to improve the nutritional health of vulnerable populations.
<b>Performance Indicators</b>
1. Demonstrates knowledge of public-health, health-promotion and population-health principles.
2. Recognizes how determinates of health (biological, social, cultural, economic and physical) influence the health and well-being of a specific population.
3. Conducts and/or facilitates a community- and/or population-based needs assessment.
4. Engages in consultation activities with partners in addressing public-health issues.
5. Identifies and documents epidemiological findings, health disparities, political interests, impacts of determinates of health, availability of resources, accessibility, and program goals and objectives.
6. Identifies the resources and partners needed for sustainability of the program.
7. Considers the assessment data and potential strengths, benefits constraints, and limitations when developing the program.
8. Implements program plan applying project-management skills and adhering to public-health policies and standards.
9. Collects nutrition surveillance and global health-and-safety data and evaluates the program using measure indicators and outcomes.
10. Engages in research activities to further nutrition knowledge and population-health practice.
11. Initiates legislative and regulatory activities that address global nutrition health and nutrition policy.
12. Communicates evaluation findings, outcomes, recommendations and/or research findings to stakeholders to promote change and substantiate program.

Table 7. Total number of competency units, competency statements and performance indicators after first line review focus group discussions

Degree	Competency Units	Competency Statements	Performance Indicators
Associate	5	20	132
Bachelor	8	38	240
Master	8	41	289

Table 8. Demographic characteristics of respondents to online survey

Characteristics	Associate Degree		Bachelor Degree		Master Degree	
	n	%	n	%	n	%
<b>Work Setting</b>						
Healthcare (hospital, long term care, physician network)	76	22.6%	254	42.1%	210	40.5%
Educational setting (primary, secondary, university)	65	19.4%	127	21.0%	118	22.7%
Government (federal, city, state, or local) public health	63	18.9%	67	11.1%	46	8.9%
Community nonprofit	62	18.5%	39	6.5%	23	4.4%
Self-employed, consultant or private practice	22	6.6%	39	6.5%	38	7.3%
Wellness programs (workplace, health clubs, fitness centers)	20	5.9%	34	5.6%	22	4.2%
Other	27	8.1%	44	7.2%	62	12.0%
<b>Role</b>						
Management/Leadership	75	21.2%	108	16.2%	100	17.2%
Clinical care	59	16.7%	215	32.3%	193	33.2%
Community/public health	120	33.9%	107	16.1%	79	13.6%
Foodservice	21	5.6%	68	10.2%	42	7.2%
Academic/Research	47	13.3%	99	14.9%	101	17.4%
Other	32	9.3%	69	10.3%	66	11.4%
<b>Highest Degree Held</b>						
Associate's	48		19	0.2%	21	5.4%
Bachelor's	59	26.6%	167	36.9%	104	26.8%
Master's	93	41.9%	216	47.7%	217	55.9%
Doctorate	22	9.9%	51	15.2%	46	11.9%
<b>Years of Work Experience</b>						
3 years or less	22	9.1%	34	7.5%	29	7.3%
4 to 9 years	42	17.4%	83	18.2%	84	21.3%
10 to 20 years	60	27.0%	109	23.8%	110	27.8%
More than 20 years	117	53.5%	231	50.5%	172	43.6%
<b>Region of the Country</b>						
Region 1 (AK, CA, HI, ID, MT, OR, WA, WY)	29	12.3%	59	12.8%	53	14.0%
Region 2 (IA, MI, MN, MO, NE, ND, SD, WI)	37	15.7%	47	10.2%	41	10.8%
Region 3 (AL, AR, FL, GA, LA, MS, PR, SC)	22	9.4%	75	16.3%	47	12.4%
Region 4 (AZ, CO, KS, NV, NM, OK, TX, UT)	65	27.7%	52	11.3%	68	18.0%
Region 5 (IL, IN, OH, KY, TN, WV)	36	15.3%	75	16.3%	61	16.1%
Region 6 (DE, DC, MD, NC, PA, VA)	17	7.2%	68	14.8%	50	13.2%
Region 7 (CT, ME, MA, NH, NJ, NY, RI, VT)	29	12.4%	84	18.3%	58	15.5%

Table 9: Ratings of importance for associate degree competencies by participants in an online survey of the draft competencies

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 1. Foundational Knowledge</b>						
1.1 Demonstrates an understanding of the principles of food and nutrition.	242	3.83	.39	237	3.54	.53
1.2 Integrates knowledge of health determinates into all aspects of care and services.	192	3.54	.56	190	3.44	.63
1.3 Demonstrates knowledge of wellness strategies that contribute to long-term health.	166	3.55	.60	165	3.38	.60
1.4 Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage.	163	3.56	.60	163	3.55	.62
1.5 Demonstrates understanding of public health system.	162	3.25	.72	162	3.28	.70
<b>Unit 2. Professionalism</b>						
2.1 Demonstrates ethical behaviors becoming of the profession.	156	3.78	.42	154	3.66	.51
2.2 Engages in reflective-practice activities to maintain ongoing competence.	147	3.44	.59	146	3.39	.59
2.3 Adheres to legislation, regulations, standards of practice and organizational policies.	143	3.68	.51	143	3.56	.58
<b>Unit 3. Individual and Community Services</b>						
3.1 Screens basic nutrition and health needs of individuals and communities.	138	3.55	.57	138	3.50	.61
3.2 Participates in the development, monitoring and modifications of the client's program.	132	3.41	.64	132	3.39	.60
3.3 Considers the factors that impact food availability in the community (seasonal, accessibility, affordability, geographical location) within the social determinants of health.	131	3.44	.62	131	3.37	.57
3.4 Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals.	124	3.41	.64	124	3.38	.58
3.5 Organizes community nutrition programs and promotes access to community resources.	122	3.24	.76	121	3.21	.73
3.6 Provides information and pre-developed evidence-informed educational materials to meet the needs of the individual and community.	117	3.27	.69	117	3.32	.72

<sup>a</sup>Scale: Importance to future practice in the profession: 1, Not important to future practice; 2, Minor importance to future practice; 3, Important for future practice; 4, Critical for future practice

<sup>b</sup>Scale: importance to ensuring the public (patient) has access to nutrition and dietetics services: 1, Not important; 2, Minor importance, 3, Important; 4, Critically important

Table 9: cont.

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 4. Cultural Competence</b>						
4.1 Demonstrates an understanding of the principles of cultural competence.	115	3.50	.63	115	3.43	.69
4.2 Identifies and addresses cultural needs of the individual and community.	113	3.39	.74	113	3.35	.69
4.3 Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community.	113	3.50	.57	113	3.42	.62
<b>Unit 5. Communication, Collaboration and Advocacy</b>						
5.1 Applies effective written and oral communication skills and techniques to achieve desired goals and outcomes.	112	3.69	.49	112	3.63	.48
5.2 Works collaboratively with intra- and inter-professional team members, individuals and the community.	112	3.63	.52	112	3.47	.57
5.3 Advocates for programs and services for individuals and the community.	112	3.23	.78	112	3.08	.78



Table 10: Ratings of importance for bachelor degree competencies by participants in an online survey of the draft competencies

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 1. Foundational Knowledge</b>						
1.1 Applies a basic understanding of environmental and genetic factors in the development and management of disease.	459	3.36	.63	457	3.48	.55
1.2 Demonstrates an understanding of anatomy and physiology.	404	3.49	.59	404	3.44	.60
1.3 Demonstrates an understanding of microbiology and food safety.	374	3.41	.57	374	3.51	.56
1.4 Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition.	358	3.14	.64	358	3.10	.68
1.5 Demonstrates and applies knowledge of pathophysiology and biochemical functionality and their relationship to physiology (health and disease).	339	3.47	.66	338	3.55	.58
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.	315	3.45	.58	315	3.36	.63
1.7 Applies the principles of cultural competence within own practice.	306	3.39	.62	305	3.33	.69
1.8 Demonstrates basic knowledge of nutrition pharmacology, and integrative and functional therapy.	296	3.39	.63	296	3.32	.61
1.9 Demonstrates knowledge of math and statistics.	289	2.98	.69	289	2.91	.74
1.10 Demonstrates knowledge of medical terminology when communicating with individuals.	286	3.59	.56	286	3.44	.64
1.11 Demonstrates knowledge of food preparation and techniques.	282	3.22	.67	292	3.16	.67
1.12 Applies technology in the decision-making process.	273	3.26	.72	273	3.30	.62
1.13 Applies nutrition knowledge in the provision of nutrition care at all stages of the life cycle.	265	3.61	.55	265	3.52	.55
1.14 Applies knowledge of health promotion and prevention for individuals and groups.	256	3.52	.58	256	3.40	.61

<sup>a</sup>Scale: Importance to future practice in the profession: 1, Not important to future practice; 2, Minor importance to future practice; 3, Important for future practice; 4, Critical for future practice

<sup>b</sup>Scale: importance to ensuring the public (patient) has access to nutrition and dietetics services: 1, Not important; 2, Minor importance, 3, Important; 4, Critically important

Table 10: cont.

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 2. Client Services</b>						
2.1 Applies a framework to assess, develop, implement and evaluate program and services.	239	3.21	.66	239	3.00	.75
2.2 Conducts and interprets nutritional status screening for individuals, groups or targeted population using standardized tools.	230	3.58	.57	230	3.43	.62
2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system.	226	3.40	.71	226	3.45	.66
2.4 Performs nutritional interventions for clients with less complex care needs when environmental supports are in place.	211	3.39	.67	211	3.46	.61
2.5 Considers the patient's use of, and beliefs and values related to nutrition integrative and functional therapy.	199	3.38	.60	199	3.27	.63
<b>Unit 3. Food Systems Management</b>						
3.1 Manages the production, distribution, and service of quantity and quality of food products.	193	3.18	.71	193	3.17	.68
3.2 Coordinates the purchasing, receipt and storage of food products and services.	190	2.98	.76	190	2.94	.79
3.3 Applies principles of food safety and sanitation to the production and service of food.	188	3.44	.70	188	3.29	.72
3.4 Applies an understanding of agricultural practices, food technology and processes.	187	2.92	.73	187	2.87	.76
<b>Unit 4. Community and Population Health Nutrition</b>						
4.1 Assesses, implements and evaluates community and population-based programs.	187	3.11	.73	187	3.05	.73
<b>Unit 5. Leadership, Management and Organization</b>						
5.1 Demonstrates leadership skill to guide practice.	186	3.42	.66	186	3.40	.64
5.2 Applies principles of organization management.	186	3.14	.77	186	2.99	.79
5.3 Applies project management principles to achieve project goals and objectives.	183	3.08	.74	182	3.04	.77
5.4 Incorporates quality improvement into practice.	182	3.13	.72	182	3.04	.77
5.5 Incorporates risk management strategies into practice.	182	2.94	.77	182	2.90	.80

Table 10. cont.

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 6. Critical Thinking, Evidence-informed Practice and Research</b>						
6.1 Incorporates critical thinking skills in overall practice.	181	3.55	.60	181	3.38	.73
6.2 Identifies and understands the scientific method and research ethics.	180	3.26	.69	180	3.07	.78
6.3 Applies current research and evidence-based practice to services.	179	3.49	.62	179	3.39	.72
<b>Unit 7. Professionalism</b>						
7.1 Demonstrates ethical behaviors becoming to the profession.	179	3.77	.48	179	3.68	.56
7.2 Engages in self- reflective practice activities to maintain ongoing competence and professional behaviors.	178	3.47	.65	178	3.29	.65
7.3 Adheres to legislation, regulations and standards of practice.	178	3.66	.52	178	3.63	.57
<b>Unit 8: Communication, Collaboration and Advocacy</b>						
8.1 Applies effective communication skills and techniques to achieve desired goals and outcomes.	178	3.62	.52	178	3.54	.57
8.2 Works with and facilitates intra- and inter-professional collaboration and teamwork.	178	3.39	.65	178	3.25	.69
8.3 Demonstrates advocacy skills to promote awareness and required change.	178	3.24	.67	178	3.15	.75

Table 11: Ratings of importance for master degree competencies by participants in an online survey of the draft competencies

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 1. Foundational Knowledge</b>						
1.1. Applies an understanding of environmental and genetic factors in the development and management of disease.	397	3.35	.64	388	3.43	.57
1.2. Applies an understanding of anatomy and physiology.	344	3.59	.57	342	3.60	.54
1.3. Applies knowledge of microbiology and food safety.	311	3.38	.58	311	3.36	.64
1.4. Integrates knowledge of chemistry and food science as it pertains to food and nutrition, product development and when making modifications to food.	289	3.10	.70	287	2.98	.71
1.5. Demonstrates and applies knowledge of pathophysiology and biochemical functionality and their relationship to physiology (health and disease).	263	3.57	.60	263	3.57	.55
1.6. Applies knowledge of social, psychological and environmental aspects of eating and food.	248	3.46	.62	247	3.30	.60
1.7. Integrates the principles of cultural competence within own practice and when directing services.	232	3.39	.67	230	2.36	.64
1.8. Applies knowledge of pharmacology, and integrative and functional therapy to recommend, prescribe and administer nutrition related therapy.	222	3.44	.68	223	3.40	.57
1.9. Applies knowledge of math and statistics.	217	2.95	.76	217	2.68	.80
1.10. Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.	214	3.71	.49	214	3.53	.56
1.11. Demonstrates knowledge of food preparation and techniques.	208	3.25	.73	208	3.13	.74
1.12. Applies technology in the decision-making process.	203	3.37	.67	203	3.28	.65
1.13. Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life cycle.	197	3.59	.52	197	3.48	.54

<sup>a</sup>Scale: Importance to future practice in the profession: 1, Not important to future practice; 2, Minor importance to future practice; 3, Important for future practice; 4, Critical for future practice

<sup>b</sup>Scale: importance to ensuring the public (patient) has access to nutrition and dietetics services: 1, Not important; 2, Minor importance, 3, Important; 4, Critically important

Table 11. cont.

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 1. Cont.</b>						
1.14. Applies knowledge of health promotion and prevention for individuals, groups and populations.	194	3.52	.59	194	3.44	.59
1.15. Gains a foundational knowledge on global health issues and nutritional needs.	192	2.95	.68	191	2.86	.67
<b>Unit 2. Client Services</b>						
2.1. Creates a framework to assess, develop, implement and evaluate products, programs or services.	177	3.07	.72	176	2.94	.72
2.2. Selects, develops or implements nutritional status screening tools for individuals, groups or populations.	174	3.41	.61	174	3.35	.57
2.3. Utilizes the nutrition-care process with individuals, groups or population to manage complex health needs and comprehensive systems in all practice settings.	168	3.60	.58	168	3.58	.56
2.4. Performs or coordinates nutritional interventions for all individuals, groups and populations.	150	3.63	.51	150	3.58	.51
2.5. Prescribes or recommends nutrition-related drugs, supplements, nutrition integrative and functional therapy.	146	3.36	.75	146	3.45	.69
<b>Unit 3. Food Systems Management</b>						
3.1. Oversees the production and distribution of quantity and quality food products.	143	3.01	.74	143	2.97	.72
3.2. Oversees the purchasing, receipt and storage of products used in food production and services	142	2.76	.83	142	2.79	.78
3.3. Applies principles of food safety and sanitation to the production and service of food.	140	3.21	.80	140	3.10	.72
3.4. Applies and demonstrates an understanding of agricultural practices, food technology and processes.	140	2.84	.82	140	2.81	.76

Table 11. cont.

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 4. Community and Population Health Nutrition</b>						
4.1. Assesses, plans, develops, implements and evaluates community, population and global programs to improve the nutritional health of vulnerable populations.	137	3.15	.77	137	3.04	.71
4.2. Identifies community, population, global, environmental and public health hazards, and participates in or coordinates the management of the situation.	136	2.91	.78	136	3.01	.73
4.3. Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.	136	2.91	.77	136	2.82	.73
<b>Unit 5. Leadership, Management and Organization</b>						
5.1. Demonstrates leadership skill to guide practice.	135	3.53	.66	135	3.47	.69
5.2. Applies principles of organization management.	135	3.19	.74	135	3.06	.75
5.3. Applies project management principles to achieve the project goals and objectives.	134	3.15	.74	134	3.00	.77
5.4. Leads quality improvement activities to measure, evaluate and improve a program, services, products and initiatives.	134	3.25	.73	134	3.10	.75
5.5. Develops and implements risk-management strategies and programs.	134	2.90	.82	134	2.86	.82
<b>Unit 6. Critical Thinking, Evidence-informed Practice and Research</b>						
6.1. Incorporates critical thinking skills in managing more complex situations.	134	3.55	.63	134	3.43	.70
6.2. Applies scientific methods utilizing ethical research practices, when reviewing, evaluating and conducting research.	133	3.44	.67	133	3.30	.70
6.3. Applies current research and evidence-based practice to services.	132	3.69	.55	132	3.58	.58
<b>Unit 7. Professionalism</b>						
7.1. Demonstrates ethical behaviors becoming to the profession.	132	3.78	.43	132	3.67	.53
7.2. Engages in self-reflective practice activities to develop and demonstrate social and emotional intelligence to maintain ongoing competence and professional behaviors.	131	3.40	.71	131	3.39	.64
7.3. Adheres to and advocates for legislation, regulations and standards of practice.	131	3.49	.71	131	3.52	.63

Table 11: cont.

Competencies	Importance to Future Practice <sup>a</sup>			Importance to Public <sup>b</sup>		
	n	Mean	SD	n	Mean	SD
<b>Unit 8: Communication, Collaboration and Advocacy</b>						
8.1. Applies effective communication skills and techniques to achieve desired goals and outcomes.	131	3.63	.54	131	3.55	.62
8.2. Works with and facilitates intra- and inter-professional collaboration and teamwork.	131	3.52	.57	131	3.35	.61
8.3. Demonstrates advocacy skills to promote awareness and required change.	131	3.25	.67	131	3.17	.71

Table 12. Total number of competency units, competency statements and performance indicators finalized by the consensus panel

Degree	Competency Units	Competency Statements	Performance Indicators
Associate	5	20	121
Bachelor	8	38	216
Master	8	41	278

Table 13. Proposed competencies and performance indicators for future associate degree programs

Unit 1 Foundational Knowledge	
Applies foundational food and nutrition knowledge to ensure safe, competent and effective services.	
Competencies	Performance Indicators
<p><b>1.1</b> Demonstrates an understanding of the principles of food and nutrition.</p>	<p>1.1.1 Considers the impact of food and nutrition on wellness, health promotion and disease throughout stages of the life cycle.</p> <p>1.1.2 Incorporates basic knowledge of food and nutrition requirements to provide appropriate services throughout stages of the life cycle and across disease states.</p> <p>1.1.3 Identifies, assesses and manages potential primary nutritional risks that may impact the delivery of safe and effective foodservices.</p> <p>1.1.4 Investigates 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>
<p><b>1.2</b> Integrates knowledge of determinants of health into all aspects of nutrition care and services.</p>	<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>
<p><b>1.3</b> Demonstrates knowledge of wellness strategies that contribute to long term health.</p>	<p>1.3.1 Supports the development and modifications of wellness, exercise and nutrition programs to meet the nutrition needs of the client/patient, 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 and assists with self-management for the prevention of non-communicable diseases to the community.</p> <p>1.3.4 Summarizes how society, media, culture, social norms and peer pressures influence wellness.</p> <p>1.3.5 Defines dimensions of wellness.</p> <p>1.3.6 Obtains and interprets information relating to the determinants of health.</p>
<p><b>1.4</b> Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage</p>	<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>



Table 13. cont.

<b>Unit 1 cont.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>1.5</b> Demonstrates understanding of public health system.	1.5.1 Identifies appropriate services and refers clients to public health and health care systems. 1.5.2 Promotes nutrition programs and resources within the community.

Table 13. cont.

<b>Unit 2: Professionalism</b>	
<b>Assumes professional responsibilities to provide safe, ethical and effective nutrition services.</b>	
<p><b>2.1</b> Demonstrates ethical behaviors becoming of a professional.</p>	<p>2.1.1 Refers individuals for consultation when issues are beyond scope of practice.</p> <p>2.1.2 Takes accountability for actions and decisions.</p> <p>2.1.3 Demonstrates honesty and integrity through trustworthy, transparent, respectful and non-judgmental behaviors.</p> <p>2.1.4 Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or the community.</p> <p>2.1.5 Applies client-centered principles to all activities and services.</p> <p>2.1.6 Understands the dynamics of the provider-client/patient relationship.</p> <p>2.1.7 Recognizes, maintains and balances professional boundaries with clients/patients.</p> <p>2.1.8 Recognizes and manages ethical dilemmas.</p> <p>2.1.9 Analyzes the impact of one’s own professional behaviors, values, beliefs and actions on others.</p> <p>2.1.10 Applies principles of the informed consent process prior to engaging a client in services.</p>
<p><b>2.2</b> Engages in reflective practice activities to maintain ongoing competence and self-awareness.</p>	<p>2.2.1 Demonstrates continuous self-awareness by critically evaluating one’s own knowledge, skill and judgment to determine the appropriateness of performing the activity and providing the service.</p> <p>2.2.2 Self-reflects on own experiences and personal opinions.</p> <p>2.2.3 Self-reflects on own position and relationships in the community and how this impacts the services provided.</p> <p>2.2.4 Obtains feedback and demonstrates a willingness to consider opinions of others.</p> <p>2.2.5 Identifies and reviews evidence-informed literature and credible health information sources.</p> <p>2.2.6 Demonstrates critical thinking to inform decisions and actions.</p> <p>2.2.7 Reflects on and incorporates own experiences and learning in practice and determines the appropriateness of the situation before proceeding.</p> <p>2.2.8 Develops own learning goals and objectives and identifies activities to meet goals.</p> <p>2.2.9 Maintains current knowledge of evidence-informed nutrition and dietetics information.</p>

Table 13. cont.

<b>Unit 2 cont.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>2.3</b> Adheres to legislation, regulations, standards of practice and organizational policies.</p>	<p>2.3.1 Understands governance of nutrition and dietetics practice such as the legislative scope of nutrition and dietetics practice and the Code of Ethics for the nutrition and dietetics profession.</p> <p>2.3.2 Adheres to confidentiality and privacy legislation, practice standards and organization’s policies.</p> <p>2.3.3 Demonstrates awareness of all mandatory reporting obligations.</p> <p>2.3.4 Protects the confidentiality and security of information throughout collection, storage, use, dissemination and destruction process.</p> <p>2.3.5 Works within the defined role and responsibilities outlined by the employer.</p>

Table 13. cont.

<b>Unit 3: Individual and Community Services</b> <b>Applies and integrates client-centered principles supporting access to services, and promotes health and wellness of an individual and community.</b>	
<b>3.1</b> Screens basic nutrition and health needs of individuals and communities.	<p>3.1.1 Uses standardized nutrition screening tools to identify client/patient’s and community’s 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 client/patient’s prior function, abilities, nutritional health and environment.</p> <p>3.1.5 Identifies internal and external environmental factors that may impact the client/patient’s or community’s nutrition health outcomes.</p> <p>3.1.6 Identifies and accesses resources that may enhance the nutritional health and wellness of the client/patient and community.</p> <p>3.1.7 Reports findings to support the development of the nutrition plan and to inform client/patient or community nutrition needs.</p> <p>3.1.8 Recognizes client/patient’s nutritional health status, symptoms and abilities and refers to 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>
<b>3.2</b> Participates in the development, monitoring and modifications of the client/patient’s nutrition programs.	<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 client/patient’s nutritional health status, symptoms and abilities and facilitates appropriate referrals.</p> <p>3.2.3 Communicates cultural and personal nutrition needs of the client/patient and community to appropriate team members.</p> <p>3.2.4 Supports the client/patient’s understanding of the nutrition plan of care in his or her cultural context.</p> <p>3.2.5 Implements the established nutrition program and plan of care in collaboration with the client/patient and other team members.</p> <p>3.2.6 Monitors and reports a client/patient’s nutritional health status following 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>

Table 13. cont.

Unit 3 cont.	
Competencies	Performance Indicators
<p><b>3.3</b> 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 a client/patient’s menus considering the nutrition and health needs based on 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 client/patient needs, nutritional requirements, and aesthetic characteristics of foods, following established guidelines.</p>
<p><b>3.4</b> Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals.</p>	<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>
<p><b>3.5</b> Coordinates community nutrition programs and promotes access to community resources.</p>	<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>

Table 13. cont.

Unit 3 cont.	
Competencies	Performance Indicators
<p><b>3.6</b> Provides nutrition information and approved evidence-informed nutrition educational materials to meet the needs of the individual and community.</p>	<p>3.6.1 Determines the needs of the client/patient 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>

Table 13. cont.

<b>Unit 4: Cultural Competence</b> <b>Applies cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community.</b>	
<b>4.1</b> 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 client/patient’s and community’s needs considering the determinants of health. 4.1.3 Develops self-awareness of personal beliefs, values and biases to better serve clients/patients from different cultures and backgrounds. 4.1.4 Respects the human rights of clients/patients and the community. 4.1.5 Empowers clients/patients to value cultural identity and well-being. 4.1.6 Takes into consideration the culture of the work setting and the different cultures of the team members.
<b>4.2</b> 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 clients/patients whose cultural background or language is different from one’s own. 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.
<b>4.3</b> Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community.	4.3.1 Identifies client/patient’s and group’s cultural food and eating patterns. 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.

Table 13. cont.

<b>Unit 5: Communication, Collaboration and Advocacy</b>	
<b>Applies effective communication techniques to achieve common nutrition health goals.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>5.1</b> Applies effective written and oral communication skills and techniques to achieve desired goals and outcomes.</p>	<p>5.1.1 Fosters open, honest, clear and ethical communication.</p> <p>5.1.2 Communicates clearly and effectively.</p> <p>5.1.3 Selects appropriate mode of communication for specific messaging to meet the needs of the audience.</p> <p>5.1.4 Identifies and addresses barriers to communication.</p> <p>5.1.5 Adapts communication style to meet diverse needs of clients/patients and groups.</p> <p>5.1.6 Uses effective verbal and written communication skills to deliver information in a respectful thoughtful manner.</p> <p>5.1.7 Writes clearly, concisely and professionally using correct spelling and grammar.</p> <p>5.1.8 Uses active listening techniques.</p> <p>5.1.9 Offers communications in the preferred language of the client/patient and seeks support from a professional interpreter when needed.</p> <p>5.1.10 Interprets and responds to nonverbal communications.</p> <p>5.1.11 Utilizes technology competently, ethically and efficiently to support delivery of services.</p> <p>5.1.12 Documents all client/patient encounters following the standards of the profession and organizational policies.</p> <p>5.1.13 Confirms information is credible and evidence-informed prior to communications</p>
<p><b>5.2</b> Works collaboratively with intraprofessional and interprofessional team members, individuals and the community.</p>	<p>5.2.1 Communicates role and responsibilities accurately to others.</p> <p>5.2.2 Applies networking skills to establish opportunities and to support clients/patients and community services.</p> <p>5.2.3 Respects the opinions and values of others.</p> <p>5.2.4 Seeks consultation and refers to other professionals when needed.</p> <p>5.2.5 Demonstrates conflict management skills.</p> <p>5.2.6 Understands meeting management principles in order to effectively participate in meetings and small group activities.</p> <p>5.2.7 Collaborates with community partners and stakeholders in promoting individual, group and community nutritional health.</p> <p>5.2.8 Consults with others and provides nutrition information within the community using agency-approved nutrition education materials.</p>
<p><b>5.3</b> Advocates for nutrition programs and services for individuals and the community.</p>	<p>5.3.1 Defines and compares various types of community advocacy.</p> <p>5.3.2 Participates in activities of an advocacy-based organization.</p> <p>5.3.3 Networks with internal and community professional groups and organizations.</p> <p>5.3.4 Identifies and suggests strategies for reaching individuals in populations that do not access available resources in the community.</p>



Table 14. Proposed competencies and performance indicators for future bachelor degree programs

<b>Unit 1: Foundational Knowledge</b> <b>Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.</b>	
Competencies	Performance Indicators
<b>1.1</b> Applies a basic understanding of environmental and genetic factors and food in the development and management of disease.	1.1.1 Identifies and considers environmental and genetic factors that influence the development of disease. 1.1.2 Identifies and considers the influence of food consumption on the development of disease. 1.1.3 Identifies the foods needed to treat acute and chronic diseases.
<b>1.2</b> Demonstrates an understanding of anatomy and physiology.	1.2.1 Recognizes anatomical structures and explains the physiological functions of the body. 1.2.2 Describes the physiological processes of humans. 1.2.3 Analyzes the impact of disease state, injury and food on different body systems and functions.
<b>1.3</b> Demonstrates an understanding of microbiology related to food and nutrition and food safety.	1.3.1 Applies food safety principles across all stages of the life cycle and all stages during the flow of food.
<b>1.4</b> Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition.	1.4.1 Applies fundamental chemistry and organic chemistry principles to enhance understanding of food. 1.4.2 Applies nutritional biochemistry principles to the understanding of human nutrition health and metabolism. 1.4.3 Explains the chemical nature of food and the impact on food quality, acceptability and compatibility.
<b>1.5</b> Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology.	1.5.1 Explains ingestion, digestion, absorption, metabolism and excretion of nutrients. 1.5.2 Recognizes nutritional biochemical indicators specific to the disease process. 1.5.3 Explains the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. 1.5.4 Explains the effects of disease, clinical conditions and treatment on nutritional health status.

Table 14. cont.

<b>Unit 1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>1.6</b> Applies knowledge of social, psychological and environmental aspects of eating and food.</p>	<p>1.6.1 Identifies social and psychological factors affecting intake of food and impacting nutritional status.</p> <p>1.6.2 Demonstrates an understanding of behavioral health as an overall component of health, wellness and nutritional status.</p> <p>1.6.3 Defines and discusses the practice of sustainability, food and water waste, reusable/biodegradable items, local produce sourcing and access to food.</p> <p>1.6.4 Identifies key environmental factors that may affect services and/or access to food.</p>
<p><b>1.7</b> Applies the principles of cultural competence within own practice.</p>	<p>1.7.1 Demonstrates knowledge of the cultural competence models.</p> <p>1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends.</p> <p>1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals.</p> <p>1.7.4 Identifies and implements strategies to address cultural biases and differences.</p> <p>1.7.5 Applies culturally sensitive approaches and communication skills.</p> <p>1.7.6 Develops self-awareness of one’s own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.</p>
<p><b>1.8</b> Demonstrates basic knowledge of pharmacology and integrative and functional nutrition.</p>	<p>1.8.1 Identifies the major pharmacological classifications to inform potential drug and food interactions.</p> <p>1.8.2 Recognizes significant drug and nutrient interactions to inform practice and ensure client/patient safety.</p> <p>1.8.3 Identifies evidence-based literature and resources related to pharmacology and integrative and functional nutrition.</p> <p>1.8.4 Identifies the purpose, risks, disadvantages and contraindications of commonly used therapies.</p>
<p><b>1.9</b> Demonstrates knowledge of math and statistics.</p>	<p>1.9.1 Understands fundamental statistics concepts and basic application.</p> <p>1.9.2 Demonstrates understanding and applies mathematical concepts and problem solving in nutrition and food-related activities.</p>
<p><b>1.10</b> Demonstrates knowledge of medical terminology when communicating with individuals.</p>	<p>1.10.1 Communicates with health care professionals using basic medical terminology.</p> <p>1.10.2 Uses acceptable medical abbreviations and appropriate medical terminology in oral and written communications.</p> <p>1.10.3 Demonstrates understanding of common terms used by other disciplines.</p>

Table 14. cont.

<b>Unit 1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>1.11</b> Demonstrates knowledge of food preparation techniques.</p>	<p>1.11.1 Applies appropriate cooking skills and techniques. 1.11.2 Converts recipes and ingredients based on client/patient preferences or dietary needs. 1.11.3 Properly operates equipment and common culinary hand tools. 1.11.4 Complies with and practices safe work habits, identifies safety hazards and employs preventive safety measures. 1.11.5 Applies consistent portion control skills. 1.11.6 Reads and follows recipes. 1.11.7 Ensures foods are aesthetically pleasing, appealing and tasteful.</p>
<p><b>1.12</b> Applies nutrition informatics in the decision making process.</p>	<p>1.12.1 Applies technology in the decision making process. 1.12.2 Describes factors to consider when accessing and evaluating nutritional health information online. 1.12.3 Identifies trends in nutritional health care and food systems. 1.12.4 Uses electronic databases to obtain information. 1.12.5 Proficiently uses new technology to enhance practice and client/patient care.</p>
<p><b>1.13</b> Applies nutrition knowledge in the provision of nutrition care at all stages of the life cycle.</p>	<p>1.13.1 Compares and contrasts nutrition needs of individuals at all stages of the life cycle using standardized templates and guidelines. 1.13.2 Calculates nutritional needs of individuals based on comparative standards.</p>
<p><b>1.14</b> Applies knowledge of nutritional health promotion and disease prevention for individuals and groups.</p>	<p>1.14.1 Determines impact of physical activity and movement on nutritional needs. 1.14.2 Compares the relationship between the determinants of health and dimensions of wellness. 1.14.3 Applies knowledge of epidemiology related to dimensions of wellness and disease prevention. 1.14.4 Recognizes the cause of disease and threats to the health of individuals and groups. 1.14.5 Identifies risk reduction strategies for individuals and groups. 1.14.6 Keeps current about media, culture and peer influences on dimensions of wellness. 1.14.7 Identifies effects of deficiencies and toxicities of nutrients on nutritional health. 1.14.8 Applies behavior change theories for nutritional health promotion and disease prevention.</p>

Table 14. cont.

<b>Unit 2: Client/Patient Services</b> <b>Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.</b>	
Competencies	Performance Indicators
<b>2.1</b> Applies a framework to assess, develop, implement and evaluate nutritional program and services directed to clients/patients whose nutritional health needs are less complex.	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. 2.1.2 Identifies opportunities for nutritional intervention/improvement. 2.1.3 Implements programs or services following predefined designs, plans or models. 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. 2.1.5 Collaborates with appropriate stakeholders.
<b>2.2</b> Conducts and interprets nutrition screening using standardized tools for individuals, groups or targeted populations whose nutritional health needs are less complex.	2.2.1 Selects nutrition and activity screening tools taking into consideration all client/patient factors. 2.2.2 Compares nutrition screening results with normative references to determine the nutritional risk level of individuals. 2.2.3 Determines the appropriate service and referral needs.
<b>2.3</b> Utilizes the nutrition care process to manage clients/patients with less complex nutritional health needs when practice setting environmental supports are in place.	<u>Nutrition Assessment</u> 2.3.1 Conducts a nutrition assessment on individuals with less complex or less acute nutritional health care needs when environmental supports are in place. 2.3.2 Collects, assesses and interprets vital signs and anthropometric measures. 2.3.3 Collects routine biochemical tests (e.g. capillary blood glucose levels). 2.3.4 Identifies abnormal and normal biochemical values and medical test/procedure results. 2.3.5 Determines barriers that might influence a client/patient’s nutritional status. 2.3.6 Determines accuracy and currency of the nutrition assessment data.  <u>Diagnosis</u> 2.3.7 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and plan of care. 2.3.8 Identifies the appropriate validated formulas and performs calculations to determine nutritional requirements.

Table 14. cont.

Unit 2: Client/Patient Services (cont.)	
Competencies	Performance Indicators
<p><b>2.3 (cont.)</b></p>	<p><u>Diagnosis (cont.)</u></p> <p>2.3.9 Creates PES (problem, etiology and sign or symptom) statement and outlines reasons for professional opinion, cause and contributing factors.</p> <p>2.3.10 Prioritizes the nutrition diagnosis(es).</p> <p>2.3.11 Determines the need to consult, transfer nutrition care or refer to others.</p> <p><u>Intervention</u></p> <p>2.3.12 Recommends an individualized plan of care that addresses nutritional care needs, diagnosis and client/patient goals in collaboration with the client/patient and team members.</p> <p>2.3.13 Implements plan of care or intervention in collaboration with the client/patient and other team members.</p> <p><u>Monitoring/Evaluation</u></p> <p>2.3.14 Monitors and evaluates problems, etiology, signs or symptoms and impact of intervention on the nutrition diagnosis.</p> <p>2.3.15 Applies standardized nutrition care outcome indicators to measure nutrition interventions.</p> <p>2.3.16 Assesses client/patient’s understanding and compliance with nutrition intervention.</p> <p>2.3.17 Identifies barriers to meeting client/patient’s nutrition goals.</p> <p>2.3.18 Summarizes impact of the sum of all interventions on overall client/patient’s nutrition outcomes.</p> <p>2.3.19 Identifies reasons for deviation from expected nutrition outcomes for a given nutrition intervention for client/patient.</p> <p>2.3.20 Makes and implements modifications to the plan of care or nutritional intervention in collaboration with the client/patient and health care team.</p> <p><u>Documentation</u></p> <p>2.3.21 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.3.22 Applies coding and billing procedures and policies for nutrition and dietetics services to obtain reimbursement from public and private insurers.</p>
<p><b>2.4</b></p> <p>Performs nutritional interventions for client/patient with less complex nutrition care needs when environmental supports are in place.</p>	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Ensures environmental supports are in place prior to implementing the plan of care.</p> <p>2.4.2 Manages medical nutrition therapy for clients/patients whose condition or nutritional status is less complex and plan of care, nutrition diagnosis and prognosis are clearly established.</p> <p>2.4.3 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy.</p>

Table 14. cont.

Unit 2: Client/Patient Services (cont.)	
Competencies	Performance Indicators
<p><b>2.4 (cont.)</b></p>	<p><u>Medical Nutrition Therapy (cont.)</u></p> <p>2.4.4 Applies foundational science knowledge and medical nutrition therapy principles to manage oral diets and oral nutritional supplements.</p> <p>2.4.5 Monitors tolerance of enteral feedings and adherence to nutrition recommendations for client/patient’s whose nutrition therapy has been well established.</p> <p>2.4.6 Considers client/patient complexity, nutritional impact, indications, side effects, contraindications, benefits, alternatives and foundational sciences when recommending the use of nutritional supplements.</p> <p>2.4.7 Transfers nutrition care to registered dietitian nutritionist or physician when client/patient needs become more complex, when environment changes or when required nutrition intervention is beyond personal competence or professional scope of practice.</p> <p><u>Education</u></p> <p>2.4.8 Applies education theories, adult learning, pedagogy and education principles.</p> <p>2.4.9 Assesses audience’s readiness to learn and identifies barriers to learning including client/patient and environmental factors.</p> <p>2.4.10 Modifies nutrition education materials or delivery methods to meet the needs of the client/ patient or group.</p> <p>2.4.11 Provides evidence-informed nutrition education to clients/patients and groups.</p> <p>2.4.12 Translates basic food and general nutrition knowledge into understandable language tailored to the audience.</p> <p>2.4.13 Evaluates effectiveness of nutrition education and makes modifications as required.</p> <p><u>Coaching and Counseling</u></p> <p>2.4.14 Assesses a client/patient’s needs and appropriateness for the recommended counseling or coaching.</p> <p>2.4.15 Applies coaching and counseling principles when providing individualized sessions to clients/patients whose needs are less complex and when workplace supports are in place.</p> <p>2.4.16 Evaluates effectiveness of coaching or counseling and makes modifications as required.</p> <p>2.4.17 Refers to other professionals when client/patient needs are beyond personal competence or professional scope of practice.</p>
<p><b>2.5</b></p> <p>Considers the client/patient’s use of integrative and functional nutrition and related beliefs and values.</p>	<p>2.5.1 Demonstrates awareness of integrative and functional nutrition interactions.</p> <p>2.5.2 Recommends nutritional supplements based on nutrition assessment, while adhering to the professional standards and evidence-informed practice.</p>

Table 14. cont.

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

Table 14. cont.

<b>Unit 3: Food Systems Management (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>3.4</b> Applies an understanding of agricultural practices and processes.	3.4.1 Has a working knowledge of different agricultural food production systems and related terminology. 3.4.2 Identifies the need and establishes partnerships with local growers and producers.



Table 14. cont.

<b>Unit 4: Community and Population Health Nutrition</b> <b>Applies community and population nutrition health theories when providing support to community or population nutrition programs.</b>	
<b>4.1</b> Works collaboratively with others to assesses, implement and evaluate community and population based programs.	4.1.1 Conducts an assessment of the practice setting, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutrition products, programs and services. 4.1.2 Identifies opportunities for nutrition intervention and improvement. 4.1.3 Utilizes strategies to evaluate 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.

Table 14. cont.

<b>Unit 5: Leadership, Business, Management and Organization</b> <b>Demonstrates leadership, business and management principles to guide practice and achieve operational goals.</b>	
<b>5.1</b> Demonstrates leadership skills to guide practice.	5.1.1 Demonstrates understanding of social situations and dynamics, and ability to operate effectively in a variety of social environments. 5.1.2 Communicates at the appropriate emotional level, and understands emotions and emotional situations. 5.1.3 Develops interpersonal skills by becoming an active listener and having strong conversational and speaking skills. 5.1.4 Sees other’s perspectives and is open to and considers other’s points of view.
<b>5.2</b> Applies principles of organization management.	<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. 5.2.14 Evaluates the whole system.

Table 14. cont.

<b>Unit 5: Leadership, Business, Management and Organization (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>5.2 (cont.)</b> Applies principles of organization management.</p>	<p><u>Motivation and Recognition</u></p> <p>5.2.15 Demonstrates appreciation for team involvement and the value and skills of each member.</p> <p>5.2.16 Models behaviors that maximize group participation by consulting, listening and communicating clearly.</p> <p>5.2.17 Takes innovative approaches to build support and maintain a diverse workforce.</p>
<p><b>5.3</b> Applies project management principles to achieve project goals and objectives.</p>	<p>5.3.1 Collaborates with others to define the project scope and project plan.</p> <p>5.3.2 Monitors approved project plan to ensure deliverables are met within scope of the project scope, time and cost.</p> <p>5.3.3 Reports potential and real risk and suggests options to resolve the risk.</p>
<p><b>5.4</b> Incorporates quality improvement into nutrition and dietetic practice.</p>	<p>5.4.1 Establishes goals for improving quality of services in collaboration with others.</p> <p>5.4.2 Identifies quality improvement indicators and supports the development of quality improvement measurement tools.</p> <p>5.4.3 Participates in the development of policies and performance measures for quality and quantity of work.</p> <p>5.4.4 Ensures compliance with external standards, collects data and reports findings.</p> <p>5.4.5 Collects data to assess the quality of services provided and identifies opportunities for improvement.</p> <p>5.4.6 Evaluates and analyzes data, reports findings and makes recommendations for quality improvement.</p> <p>5.4.7 Communicates and collaborates with relevant stakeholders to implement changes to improve effectiveness and efficiency.</p>

Table 14. cont.

<b>Unit 5: Leadership, Business, Management and Organization (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>5.5</b> 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.

Table 14. cont.

<b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b> <b>Integrates evidence-informed practice, research principles, and critical thinking into practice.</b>	
<b>6.1</b> Incorporates critical thinking skills in overall 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.
<b>6.2</b> 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.
<b>6.3</b> 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-based practice findings to determine the reliability and credibility of information. 6.3.5 Applies current research and evidence-informed practice to the deliver safe and effective nutrition care.

Table 14. cont.

<b>Unit 7: Professionalism</b> <b>Assumes professional responsibilities to provide safe, ethical and effective nutrition services.</b>	
<b>7.1</b> Demonstrates ethical behaviors in accordance to the professional Code of Ethics.	7.1.1 Demonstrates honesty and integrity, and behaves in a trustworthy, transparent, respectful and non-judgmental manner toward clients/patients and colleagues. 7.1.2 Understands governance of nutrition and dietetics practice as outlined in documents such as the Scope of Nutrition and Dietetics Practice and the professional Code of Ethics. 7.1.3 Accepts responsibility and accountability for own actions and decisions. 7.1.4 Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or population. 7.1.5 Understands the impact of the client/patient-provider relationship on services. 7.1.6 Applies client/patient-centered principles to all activities and services. 7.1.7 Recognizes and maintains professional boundaries with clients/patients. 7.1.8 Analyzes the impact of one’s own professional behaviors, values, beliefs and actions on others. 7.1.9 Develops advertising and marketing materials that are accurate, truthful and evidence-informed. 7.1.10 Applies principles of the informed consent process to ensure the client/patient is capable of accepting or refusing services. 7.1.11 Advocates for and takes action to ensure others demonstrate professional responsibilities and ethical behaviors 7.1.12 Recognizes and take steps to manage ethical dilemmas.
<b>7.2</b> Engages in self-reflective practice to maintain ongoing competence and professional behaviors.	7.2.1 Demonstrates continuous self-awareness by critically evaluating one’s knowledge, skill, judgment and learning and leadership style. 7.2.2 Obtains feedback and demonstrates a willingness to consider opinions of others. 7.2.3 Considers and incorporates own experiences and learning in practice. 7.2.4 Develops personal learning goals and objectives, and identifies activities to meet these goals. 7.2.5 Incorporates learning to ensure safe ethical and competent nutrition care.

Table 14. cont.

<b>Unit 7: Professionalism (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>7.3</b> Adheres to nutrition related legislation, regulations and standards of practice.	7.3.1 Adheres to confidentiality and privacy legislation, practice standards and organization’s policies regarding client/patient information. 7.3.2 Demonstrates awareness of all mandatory reporting obligations. 7.3.3 Obtains consent for the collection, use, sharing, storage and release of personal information.

Table 14. cont.

<b>Unit 8: Communication, Collaboration and Advocacy</b> <b>Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.</b>	
<p><b>8.1</b> Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.</p>	<p>8.1.1 Communicates in a clear, effective and respectful manner.</p> <p>8.1.2 Selects mode of communication appropriate to the messaging to meet the needs of the audience.</p> <p>8.1.3 Identifies and addresses barriers to communication.</p> <p>8.1.4 Adapts communication style to meet needs of diverse individuals and groups.</p> <p>8.1.5 Uses active listening techniques.</p> <p>8.1.6 Interprets and responds to nonverbal communications.</p> <p>8.1.7 Understands and applies media communication principles including presenting with poise, developing key points, conveying scientific accuracy, and translating to consumer language.</p> <p>8.1.8 Ensures timely, clear and accurate documentation using correct spelling and grammar, following the standards of the profession and organizational policies.</p> <p>8.1.9 Demonstrates proficient use of nutrition informatics.</p>
<p><b>8.2</b> Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.</p>	<p>8.2.1 Demonstrates networking skills to build liaisons with internal and external stakeholders.</p> <p>8.2.2 Seeks consultation and refers to other professionals when needed.</p> <p>8.2.3 Networks with internal and community professional groups and organizations.</p> <p>8.2.4 Demonstrates understanding of meeting management principles by effectively facilitating meetings and small group activities to achieve goals within time frames.</p> <p>8.2.5 Demonstrates knowledge of the interprofessional team members' scope of practice and competence.</p> <p>8.2.6 Supports others in meeting their professional obligations.</p> <p>8.2.7 Functions as member of the interprofessional team to support a collaborative client/patient-centered approach.</p> <p>8.2.8 Understands the mentoring role and practices mentoring or precepting others.</p>



Table 14. cont.

<b>Unit 8: Communication, Collaboration and Advocacy (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>8.3</b> Demonstrates advocacy skills to promote awareness and required change.	8.3.1 Advocates for the profession by communicating to others the role, scope of practice and areas of expertise of the profession.  8.3.2 Participates in advocacy activities to change or promote new legislation and regulation.

Table 15. Proposed competencies and performance indicators for future master degree programs

<b>Unit 1: Foundational Knowledge</b>	
<b>Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>1.1</b> Applies an understanding of environmental and genetic factors and food in the development and management of disease.</p>	<p>1.1.1 Analyzes the usefulness and limitations of epidemiological study designs and identifies trends in diet and disease.</p> <p>1.1.2 Examines issues in relation to gene nutrient interactions.</p> <p>1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease.</p> <p>1.1.4 Demonstrates an understanding of research techniques and processes used to study the effects of genetics on disease states.</p> <p>1.1.5 Identifies the influence of food consumption on the development of diseases.</p> <p>1.1.6 Supports management of food consumption to treat acute and chronic diseases.</p>
<p><b>1.2</b> Applies an understanding of anatomy and physiology.</p>	<p>1.2.1 Analyzes the impact of food and nutrition on physiological processes.</p> <p>1.2.2 Integrates knowledge of anatomy and physiology to make decisions related to nutrition care.</p> <p>1.2.3 Communicates an understanding of the human body and the impact of food and nutrition on body systems.</p>
<p><b>1.3</b> Applies knowledge of microbiology and food safety.</p>	<p>1.3.1 Applies the proper methods of microbial control in food and the environment.</p> <p>1.3.2 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth.</p> <p>1.3.3 Applies principles of pathogens microbes, viruses and fungi as it relates to food safety principles and across all stages of the life cycle and physiological state of the individual.</p> <p>1.3.4 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.</p>
<p><b>1.4</b> Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.</p>	<p>1.4.1 Summarizes and analyzes the impact of fundamental chemistry and organic chemistry principles on food, human health and metabolism.</p> <p>1.4.2 Integrate nutritional biochemistry knowledge to make informed recommendations.</p> <p>1.4.3 Analyzes the chemical nature of food and the impact on food quality, acceptability and compatibility.</p> <p>1.4.4 Analyzes the food components and the chemical elements for food and nutrition products.</p>

Table 15. cont.

<b>Unit 1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>1.5</b> Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology, health and disease.</p>	<p>1.5.1 Examines nutritional biochemical indicators specific to the disease process.</p> <p>1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.</p> <p>1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status.</p> <p>1.5.4 Analyzes the correlation between mental health conditions and nutritional health.</p>
<p><b>1.6</b> Applies knowledge of social, psychological and environmental aspects of eating and food.</p>	<p>1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations.</p> <p>1.6.2 Articulates the impact of nutritional health on psychiatric disorders.</p> <p>1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food.</p> <p>1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition.</p>
<p><b>1.7</b> Integrates the principles of cultural competence within own practice and when directing services.</p>	<p>1.7.1 Demonstrates knowledge of the cultural competence models.</p> <p>1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends.</p> <p>1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals.</p> <p>1.7.4 Identifies and implements strategies to address cultural biases and differences.</p> <p>1.7.5 Applies culturally sensitive approaches and communication skills.</p> <p>1.7.6 Develops self-awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.</p>
<p><b>1.8</b> Applies knowledge of pharmacology and integrative and functional nutrition to recommend, prescribe and administer medical nutrition therapy.</p>	<p>1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body.</p> <p>1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration.</p> <p>1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions.</p> <p>1.8.4 Describes the clinical use of nutritional therapies.</p> <p>1.8.5 Critically evaluates evidence-based literature and resources related to integrative and functional nutrition.</p> <p>1.8.6 Identifies the purpose, risks, advantages, disadvantages and contraindications of commonly used nutritional therapies.</p>

Table 15. cont.

<b>Unit 1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>1.9</b> Applies knowledge of math and statistics.	1.9.1 Chooses appropriate statistical methods and applies them in various data analysis situations. 1.9.2 Performs statistical analysis and interprets results. 1.9.3 Applies statistical concepts in interpretation of nutrition related data. 1.9.4 Performs data analysis using various statistical software. 1.9.5 Communicates statistical methods and results both orally and in writing. 1.9.6 Applies mathematical concepts and problem solving in nutrition and food related activities.
<b>1.10</b> Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.	1.10.1 Interprets and communicates medical terminology to non-health professional audiences. 1.10.2 Uses acceptable medical abbreviations and appropriate medical terminology in oral and written communication. 1.10.3 Demonstrates understanding of common terms used by other disciplines.
<b>1.11</b> Demonstrates knowledge of food preparation techniques.	1.11.1 Understands appropriate cooking skills and techniques. 1.11.2 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. 1.11.3 Converts recipes and ingredients based on client/patient's preferences or dietary needs. 1.11.4 Develops recipes and menus. 1.11.5 Ensures foods are aesthetically pleasing, appealing and tasteful.
<b>1.12</b> Applies nutrition informatics in the decision making process.	1.12.1 Analyzes data derived from electronic media to make best decisions related to nutrition and diet. 1.12.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information online. 1.12.3 Designs and operates nutrition informatics systems in practice. 1.12.4 Analyzes electronic databases to obtain nutrition information and evaluate credible sources in decision making. 1.12.5 Proficiently uses new technology to enhance practice and client/patient care.
<b>1.13</b> Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life cycle.	1.13.1 Analyzes, integrates and communicates nutritional requirements related to all stages of the life cycle. 1.13.2 Identifies nutritional risk factors across all stages of the life cycle. 1.13.3 Explains the general impact of exercise and physical activity on nutrition needs throughout the life cycle. 1.13.4 Teaches the benefits of exercise at all stages of the life cycle to individuals, groups and populations. 1.13.5 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and dimensions wellness.

Table 15. cont.

<b>Unit 1: Foundational Knowledge (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>1.14</b> Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.</p>	<p>1.14.1 Recognizes and communicates the cause of disease and nutrition risks.            1.14.2 Identifies and implements health risk reduction strategies for individuals, groups and populations.            1.14.3 Prioritizes dimensions of wellness as a result of a nutrition assessment.            1.14.4 Interprets the impact of demographic and socio economic factors and ecological issues on nutritional well-being of individuals, groups and populations.            1.14.5 Examines the influences of society, media, culture and peer pressure on dimensions of wellness.            1.14.6 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities.            1.14.7 Educates others on the effects of deficiencies and toxicities of nutrients on nutritional health.            1.14.8 Applies behavior change theories for nutritional health promotion and disease prevention.</p>
<p><b>1.15</b> Gains a foundational knowledge on global health issues and nutritional needs.</p>	<p>1.15.1 Examines the trends and current issues that impact public health from existing, new and reemerging diseases that spread through immigration, travel and global trade.            1.15.2 Examines the impact of global food supply and sustainability and related factors.            1.15.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries.            1.15.4 Analyzes public policies to inform and shape policy briefs, short commentaries and longer papers.</p>

Table 15. cont.

<b>Unit 2: Client/Patient Services</b> <b>Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.</b>	
<p><b>2.1</b> Uses a framework to assess, develop, implement and evaluate products, programs and services.</p>	<p>2.1.1 Conducts or coordinates an assessment of the 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 Conducts feasibility studies to determine validity and need for the nutritional programs, services or products.</p> <p>2.1.3 Identifies and collaborates with stakeholders.</p> <p>2.1.4 Designs nutritional products, programs or services that promote consumer nutritional health and dimensions wellness, and lifestyle management.</p> <p>2.1.5 Creates a work plan or project plan to implement nutritional programs and services or launch products.</p> <p>2.1.6 Implements activities to ensure nutritional program, product or service goals are met.</p> <p>2.1.7 Develops strategies to evaluate effectiveness of nutritional program, product or service by analyzing reasons for variance from expected outcomes and implements new strategies for continuous quality improvement.</p>
<p><b>2.2</b> Selects, develops or implements nutritional status screening tools for individuals, groups or populations.</p>	<p>2.2.1 Selects or develops nutrition screening tools taking into consideration all client/patient factors.</p> <p>2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice.</p> <p>2.2.3 Identifies appropriate resources needed to complete nutrition screening.</p> <p>2.2.4 Implements nutrition screening tools in collaboration with other health professionals.</p> <p>2.2.5 Determines the complexity of the client/patient care needs, appropriate care provider and required environment supports.</p>
<p><b>2.3</b> Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.</p>	<p><u>Nutrition Assessment</u></p> <p>2.3.1 Conducts a nutrition focused physical exam.</p> <p>2.3.2 Takes a food and nutrition related medical history.</p> <p>2.3.3 Assesses physical activity and history of physical activity and exercise.</p> <p>2.3.4 Collects, assesses and interprets anthropometric measures and body composition.</p> <p>2.3.5 Orders, collects and interprets biochemical tests.</p> <p>2.3.6 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement).</p> <p>2.3.7 Identifies signs and symptoms of nutrient deficiencies or excesses.</p> <p>2.3.8 Determines barriers that might influence a client/patient’s nutritional status.</p> <p>2.3.9 Determines accuracy and currency of nutrition assessment data.</p>

Table 15. cont.

<b>Unit 2: Client/Patient Services (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>2.3</b> Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.</p>	<p><u>Diagnosis</u></p> <p>2.3.10 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care.</p> <p>2.3.11 Identifies the appropriate validated formula and performs calculations to determine nutritional requirements.</p> <p>2.3.12 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors.</p> <p>2.3.13 Prioritizes the nutrition diagnosis(es).</p> <p>2.3.14 Determines the need to consult and refer/transfer nutrition care to others.</p> <p><u>Intervention</u></p> <p>2.3.15 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client nutrition goals in collaboration with the client/patient and team members.</p> <p>2.3.16 Orders nutrition prescriptions to address nutritional goals.</p> <p>2.3.17 Implements or facilitates the implementation of the nutrition plan of care or nutrition intervention with the patient and other team members.</p> <p><u>Monitoring/Evaluation</u></p> <p>2.3.18 Monitors and evaluates problems, etiology, signs and symptoms and impact of nutrition intervention on the nutrition diagnosis.</p> <p>2.3.19 Develops and applies nutrition care outcome indicators to measure nutrition intervention.</p> <p>2.3.20 Assesses client/patient’s understanding and compliance with nutrition intervention.</p> <p>2.3.21 Identifies barriers to meeting client/patient’s nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others.</p> <p>2.3.22 Summarizes impact of the sum of the nutrition interventions on client/patient’s nutrition outcomes, considering client/patient-centered care.</p> <p>2.3.23 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes.</p> <p>2.3.24 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals.</p> <p><u>Documentation</u></p> <p>2.3.25 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.3.26 Demonstrates coding and billing procedures and follows policies for nutrition and dietetics services to obtain reimbursement from public and private insurers.</p>

Table 15. cont.

Unit 2: Client/Patient Services (cont.)	
Competencies	Performance Indicators
<p><b>2.4</b> Performs or coordinates nutritional interventions for individuals, groups or populations.</p>	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Manages medical nutrition therapy for clients/patients.</p> <p>2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management.</p> <p>2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets.</p> <p>2.4.4 Considers and applies knowledge of nutritional impact, indications, side effects, contraindications, benefits and alternatives when recommending the use of nutritional supplements.</p> <p>2.4.5 Transfers care to relevant professionals when patient needs or required interventions are beyond personal competence or professional scope of practice.</p> <p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles.</p> <p>2.4.7 Assesses audience’s readiness to learn and identifies barriers to learning.</p> <p>2.4.8 Modifies nutrition education materials or delivery methods to meet the needs of the audience.</p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences.</p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience.</p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences.</p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required.</p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 Assesses client/patient’s nutritional needs and appropriateness for the recommended counseling or therapy.</p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions.</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy.</p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship.</p> <p>2.4.17 Demonstrates awareness of various appropriate psychological counseling techniques (e.g. cognitive therapy, behavior modification, motivational interviewing).</p>



Table 15. cont.

<b>Unit 2: Client/Patient Services (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>2.4 (cont.)</b>	<p><u>Psychological Counseling and Therapies (cont.)</u></p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required.</p> <p>2.4.19 Refers to other professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice.</p>
<p><b>2.5</b> Prescribes or recommends nutrition-related pharmacotherapy and integrative and functional nutrition.</p>	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy.</p> <p>2.5.2 Demonstrates awareness of alternative and complementary therapy and drug interactions.</p> <p>2.5.3 Assesses client/patient factors to determine the client/patient's indication for the nutrition related pharmacotherapy.</p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing or administering nutrition related drug therapy.</p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes.</p> <p>2.5.6 Prescribes or administers nutrition related pharmacotherapy and integrative and functional nutrition adhering to the professional standards and evidence-informed practice.</p> <p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing.</p> <p>2.5.8 Applies the principles of safe drug administration.</p> <p>2.5.9 Monitors the response and the effects of the nutrition related drug, supplement and integrative and functional nutrition on the individual and takes the required action to make modifications or adjustments.</p> <p>2.5.10 Consults and refers client/patient to another professional when client/patient's needs are beyond personal competence or professional scope of practice.</p>

Table 15. cont.

<b>Unit 3: Food Systems Management</b> <b>Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.</b>	
<b>3.1</b> Oversees the production and distribution of quantity and quality of food products.	3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. 3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. 3.1.3 Communicates the organization’s mission and how work activities impact the clients/patients and organization. 3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. 3.1.5 Implements systems to report on local, state and federal compliance. 3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. 3.1.7 Establishes a culture that is ethical and free of safety and health hazards. 3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.
<b>3.2</b> Oversees the purchasing, receipt and storage of products used in food production and services.	3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices. 3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. 3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations. 3.2.4 Acts as a departmental and organizational liaison between contractual parties involved. 3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation. 3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. 3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.
<b>3.3</b> Applies principles of food safety and sanitation to the production and service of food.	3.3.1 Maintains currency in and follows applicable legislation and guidelines. 3.3.2 Monitors staff compliance with laws, policies and procedures. 3.3.3 Incorporates the required safety and nutritional health policies and procedures in the organization’s mission and policies. 3.3.4 Identifies local and global vulnerabilities in the food supply chain as it relates to bioterrorism, natural disasters and food contamination.

Table 15. cont.

<b>Unit 3: Food Systems Management (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>3.3 (cont.)</b>	<p>3.3.5 Ensures systems are in place to encourage compliance with nutritional health and safety requirements and infection control measures.</p> <p>3.3.6 Develops and facilitates the implementation of an emergency preparedness plan and distribution of services pertaining to local, state and global foodservice operations and feeding programs.</p>
<b>3.4</b> Applies and demonstrates an understanding of agricultural practices and processes.	<p>3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact.</p> <p>3.4.2 Understands the local and global food markets and applicable nutrition regulations.</p> <p>3.4.3 Identifies and supports partnerships with local and global food growers and producers.</p>

Table 15. cont.

<b>Unit 4: Community and Population Health Nutrition</b>	
<b>Applies community and population nutrition health theories when providing support to community or population nutrition programs.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>4.1</b> Follows programming planning steps to develop and implement community, population and global programs.</p>	<p>4.1.1 Demonstrates knowledge of public health, health promotion and population nutrition health principles.</p> <p>4.1.2 Recognizes how determinants of health influence the nutrition health and well-being of a population.</p> <p>4.1.3 Develops and conducts community and population based assessments considering all relevant factors.</p> <p>4.1.4 Identifies and documents epidemiological findings, health disparities, political interests, impacts of determinants of health, availability of resources, accessibility and program goals and objectives.</p> <p>4.1.5 Identifies the resources and partners needed for sustainability of the program.</p> <p>4.1.6 Considers the assessment data and potential strengths, benefits, constraints and limitations when developing the program.</p> <p>4.1.7 Develops the program addressing the nutrition needs of the group, community or population.</p> <p>4.1.8 Implements program plan applying project management skills and adhering to public nutritional health policies and standards.</p> <p>4.1.9 Collects nutrition surveillance and global health and safety data and evaluates the program using measure indicators and outcomes.</p> <p>4.1.10 Communicates evaluation findings, outcomes, recommendations and research findings to stakeholders to promote change and justify program.</p>
<p><b>4.2</b> Identifies environmental and public health hazards that impact nutrition and participates in or coordinates the management of the situation.</p>	<p>4.2.1 Maintains knowledge of current environmental, food safety and nutrition issues at a community, population and global level.</p> <p>4.2.2 Investigates and analyzes key factors that impact nutrition.</p> <p>4.2.3 Imparts expertise in nutrition, food safety and sustainability to key stakeholders.</p> <p>4.2.4 Recommends strategies and coordinates programs for preventing or minimizing nutrition and food safety issues.</p>
<p><b>4.3</b> Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.</p>	<p>4.3.1 Interprets legal terminology used to establish nutrition regulations and policies for populations.</p> <p>4.3.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote proclamations of nutrition legislation and regulations that address public, population and global nutrition health.</p> <p>4.3.3 Identifies and prioritizes health disparities and security contributing to community, population and global nutrition health issues.</p> <p>4.3.4 Uses various tools to formulate and advocate for legislative and policy changes to impact nutrition and health policies at all government levels.</p>

Table 15. cont.

<b>Unit 5: Leadership, Business, Management and Organization</b> <b>Demonstrates leadership, business and management principles to guide practice and achieve operational goals.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>5.1</b> Demonstrates leadership skills to guide practice.	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation 5.1.2 Demonstrates understanding of social situations and dynamics and ability to operate effectively in a variety of social environments. 5.1.3 Communicates at the appropriate emotional level, understands emotions and emotional situations and is in tune with one’s own emotions. 5.1.4 Develops interpersonal skills by becoming an active listener and having strong conversational and speaking skills. 5.1.5 Sees others’ perspectives and is open to and considers other’s points of view.
<b>5.2</b> Applies principles of organization management.	<p><u>Planning</u></p> 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. 5.2.2 Aligns plans with the 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, departments and the organization aligned with common objectives and goals. 5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. 5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. <p><u>Management</u></p> 5.2.7 Applies understanding of psychological and sociological perspectives when managing staff and engaging in human resource activities. 5.2.8 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. 5.2.9 Integrates change management theories and conflict resolution skills to manage and promote positive change. 5.2.10 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. 5.2.11 Understands and respects roles and responsibilities of inter professional team members. <p><u>Controls</u></p> 5.2.12 Collects, understands and analyzes financial data to support fiscally responsible decision making.

Table 15. cont.

<b>Unit 5: Leadership, Business, Management and Organization (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>5.2 (cont.)</b>	<p><u>Controls (cont.)</u></p> <p>5.2.13 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities.</p> <p>5.2.14 Analyzes components of a productivity system including units of service and work hours and makes recommendations.</p> <p>5.2.15 Sets controls to analyze the progress and effectiveness of the operational plan and budget.</p> <p>5.2.16 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met.</p> <p>5.2.17 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met.</p> <p><u>Time Management</u></p> <p>5.2.18 Applies principles of time management to monitor and enhance personal productivity and productivity of others.</p> <p>5.2.19 Prioritizes activities to effectively manage time and workload.</p> <p>5.2.20 Evaluates the whole system.</p> <p><u>Motivation and Recognition</u></p> <p>5.2.21 Promotes team involvement and values the skills of each member.</p> <p>5.2.22 Models behaviors that maximize group participation by consulting, listening and communicating clearly.</p> <p>5.2.23 Takes innovative approaches to build support and maintain a diverse workforce.</p> <p>5.2.24 Coaches and advises team leaders on resolving differences or dealing with conflict.</p>
<b>5.3</b> Applies project management principles to achieve project goals and objectives.	<p>5.3.1 Leads the development and completion of a project plan and budget.</p> <p>5.3.2 Identifies the project strengths, weaknesses, opportunities and threats.</p> <p>5.3.3 Identifies and manages potential and real risks to the plan, individuals or organization.</p> <p>5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions.</p>
<b>5.4</b> Leads quality improvement activities to measure evaluate and improve a program services products and initiatives.	<p>5.4.1 Identifies and communicates quality improvement indicators and benchmarks using evidence-based practice.</p> <p>5.4.2 Develops quality improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions.</p> <p>5.4.3 Develops, implements and communicates a quality improvement action plan for further improvement and monitors impact.</p> <p>5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality improvement.</p> <p>5.4.5 Applies change management theories and principles to effectively implement change.</p>

Table 15. cont.

<b>Unit 5: Leadership, Business, Management and Organization (cont.)</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>5.5</b> Develops and implements risk management strategies and programs.	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 to self, others and the organization. 5.5.3 Develops risk management plans and protocols.

Table 15. cont.

<b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b> <b>Integrates evidence-informed practice, research principles, and critical thinking into practice.</b>	
<b>6.1</b> Incorporates critical thinking skills in managing complex situations.	6.1.1 Considers 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.
<b>6.2</b> Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.	6.2.1 Identifies, explains and applies the steps of the scientific method and processes. 6.2.2 Articulates a clear research question or problem and formulates a hypothesis. 6.2.3 Identifies and demonstrates appropriate research methods. 6.2.4 Interprets and applies research ethics and responsible conduct in research. 6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). 6.2.7 Formulates a professional opinion based on the research findings, evidence-informed practice and experiential learning. 6.2.8 Translates and communicates research findings and conclusions through a variety of media to a wide range of audiences tailoring messaging appropriate to the audience.
<b>6.3</b> Applies current research and evidence-informed practice to services.	6.3.1 Use resources to find accurate and current research and evidence-based literature. 6.3.2 Uses research terminology when communicating with other professionals and publishing research. 6.3.3 Critically examines and interprets current research and evidence-based practice findings to determine the validity, reliability and credibility of information. 6.3.4 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. 6.3.5 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.



Table 15. cont.

<b>Unit 7: Professionalism</b>	
<b>Assumes professional responsibilities to provide safe, ethical and effective nutrition services.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<p><b>7.1</b> Demonstrates ethical behaviors in accordance to the professional Code of Ethics.</p>	<p>7.1.1 Demonstrates honesty and integrity and behaves in a trustworthy, transparent, respectful and non-judgmental manner toward clients/patients and colleagues.</p> <p>7.1.2 Understands governance of nutrition and dietetics practice as outlined in documents such as the Scope of Nutrition and Dietetics Practice and the professional Code of Ethics.</p> <p>7.1.3 Accepts responsibility and accountability for own actions and decisions.</p> <p>7.1.4 Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or population.</p> <p>7.1.5 Understands the impact of the client/patient-provider relationship on services.</p> <p>7.1.6 Applies client/patient-centered principles to all activities and services.</p> <p>7.1.7 Recognizes and maintains professional boundaries with clients/patients.</p> <p>7.1.8 Analyzes the impact of one’s own professional behaviors, values, beliefs and actions on others.</p> <p>7.1.9 Develops advertising and marketing materials that are accurate, truthful and evidence-informed.</p> <p>7.1.10 Applies principles of the informed consent process to ensure the client/patient is capable of accepting or refusing services.</p> <p>7.1.11 Advocates for and takes action to ensure others demonstrate professional responsibilities and ethical behaviors</p> <p>7.1.12 Recognizes and take steps to manage ethical dilemmas and supports ethical decision making with team members.</p>
<p><b>7.2</b> Engages in self-reflective practice activities to develop and demonstrate social and emotional intelligence to maintain ongoing competence and professional behaviors.</p>	<p>7.2.1 Demonstrates continuous self-awareness by critically evaluating one’s knowledge, skill, judgment and learning and leadership style.</p> <p>7.2.2 Obtains feedback and demonstrates a willingness to consider opinions of others.</p> <p>7.2.3 Considers and incorporates own experiences and learning in practice.</p> <p>7.2.4 Develops personal learning goals and objectives and identifies activities to meet these goals.</p> <p>7.2.5 Incorporates learning to ensure safe ethical and competent nutrition care.</p>
<p><b>7.3</b> Adheres to nutrition related legislation, regulations and standards of practice.</p>	<p>7.3.1 Adheres to confidentiality and privacy legislation, practice standards and organization’s policies regarding client/patient information.</p> <p>7.3.2 Demonstrates awareness of all mandatory reporting obligations.</p> <p>7.3.3 Obtains consent for the collection, use, sharing, storage and release of personal information.</p>

Table 15. cont.

<b>Unit 8: Communication, Collaboration and Advocacy</b> <b>Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.</b>	
<b>Competencies</b>	<b>Performance Indicators</b>
<b>8.1</b> Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.	8.1.1 Communicates in a clear, effective and respectful manner. 8.1.2 Selects mode of communication appropriate to the messaging to meet the needs of the audience. 8.1.3 Identifies and addresses barriers to communication. 8.1.4 Adapts communication style to meet needs of diverse individuals and groups. 8.1.5 Uses active listening techniques. 8.1.6 Interprets and responds to nonverbal communications. 8.1.7 Understands and applies media communication principles including presenting with poise, developing key points, conveying scientific accuracy and translating to consumer language. 8.1.8 Ensures timely, clear and accurate documentation using correct spelling and grammar, following the standards of the profession and organizational policies. 8.1.9 Demonstrates proficient use of nutrition informatics. 8.1.10 Analyzes communications from others to inform opinions and impressions, gain knowledge and promote change.
<b>8.2</b> Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.	8.2.1 Demonstrates networking skills to build liaisons with internal and external stakeholders. 8.2.2 Seeks consultation and refers to other professionals when needed. 8.2.3 Networks with internal, community, state, national and global professional groups and organizations. 8.2.4 Demonstrates understanding of meeting management principles by effectively facilitating meetings and small group activities to achieve goals within time frames. 8.2.5 Demonstrates knowledge of the interprofessional team members' scope of practice and competence. 8.2.6 Supports others in meeting their professional obligations. 8.2.7 Functions as member of the interprofessional team to support a collaborative, client/patient-centered approach. 8.2.8 Understands the mentoring role and practices mentoring or precepting others.
<b>8.3</b> Demonstrates advocacy skills to promote awareness and required change.	8.3.1 Advocates for the profession by communicating to others the role, scope of practice and areas of expertise of the profession. 8.3.2 Participates in advocacy activities to change or promote new legislation and regulation.

**Appendix A**  
**Associate Degree Competency Questionnaire**  
**Spring 2016**

# Associate Degree Validation Study

Page 1

## Introduction

Thank you very much for your participation in this important exercise which will ensure that the Accreditation Council for Education in Nutrition and Dietetics (ACEND) is accurately describing the required knowledge, skill and judgment of **future (2025 and beyond)** graduates from an associate degree program in nutrition and dietetics. ACEND envisions that these practitioners will:

- Support Nutrition and Dietetics Technicians, Registered and Registered Dietitian Nutritionists in community settings
- Focus on nutrition and health promotion
- Assist in monitoring plans of care
- Demonstrate food preparation and food label reading skills
- Provide support for the elderly, older adult, child and maternal health groups
- Assist with diabetes education programs and school-based education
- Help build relationships in the community
- Collect basic assessment data

Please consider this description of a nutrition and dietetics practitioner with an associate degree as you complete this questionnaire. Your input will be extremely valuable to ACEND as it finalizes which statements to include in its future education model standards for associate degree graduates in nutrition and dietetics.

## Instructions

### 1. "Save and Continue Later" Button.

This survey will take approximately 1 hour for you to complete. As you progress through the survey, please click the "save and continue later" button located at the bottom of the screen (below the Next button). Please SAVE the URL address provided. This URL will return you to the survey responses page you were on (when clicked) at a later time or should you experience an internet service disruption. ACEND will not maintain a copy of your assigned URL address to return to your saved survey responses.

### 2. Data Collection

This survey is conducted by iComp Consulting Inc. iComp Consulting Inc. is contracted by ACEND to support the development of the competencies. Collated survey responses from all participants will be provided to ACEND for the purpose of validating the competencies. Individual responses will NOT be shared with ACEND. Your email address will NOT be presented with the collated data.

Demographic

In what setting(s) do you work? (select all that apply)

- Healthcare (hospital, long term care, physician network)
- Behavioral care clinics (rehabilitation, mental illness, etc.)
- Educational setting (primary, secondary, university)
- Community nonprofit
- Government (federal, city, state, or local) public health
- Wellness programs (workplace, health club, fitness centers)
- Corporate/industry settings (R&D, marketing, sales, etc.)
- Communications and media
- Self employed consultation or private practice
- Not currently working

Which of the following describe your role(s)? If you work in multiple roles, select all that apply. If you are currently not practicing, consider your most recent role(s).

- Clinical care (acute care, long term care, rehabilitation)
- Management / Leadership (Director of a program, facility, unit, department)
- Foodservice (i.e. school system, foodservice, cafeteria, long-term care facility, hospital, etc.)
- Community or public health
- Business and industry (i.e. marketing, contract foodservice, sales, nutrition science, consumer testing, pharmaceutical or nutrition products manufacturer, distributor, or retailer, etc.)
- Academic / research
- Other:

What is the highest degree you hold.

- High School
- Associate
- Baccalaureate
- Master
- Doctorate
- Other:

How many years of experience do you have in your profession?

- No experience

- 3 years or less
- 4 to 9 years
- 10 to 20 years
- More than 20 years

In which state do you work?

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey

- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- Other

Do you currently serve as a preceptor for the educational preparation of NDTRs or RDNs?

- Yes  No



## Respondent Information

Which of the following best describes the perspective from which you are answering this questionnaire.

- As a registered dietitian nutritionist (RD/RDN)
- As a nutrition and dietetics technician, registered (DTR/NDTR)
- As a community health worker
- As an employer who hires RDNs, NDTRs, or community health workers
- As a professional who works with nutrition and dietetics practitioners
- As a nutrition and dietetics educator
- Other:

## Competencies and Performance Indicators

This section of the survey asks you to consider:

1. How important the competencies and performance indicators are to future nutrition and dietetics practice; and
2. To ensure the public has access to needed services in the future, how important is it that the future nutrition and dietetics graduates can demonstrate the competencies and performance indicators.

A **competency** is a synthesis of knowledge, skills, abilities and behaviors nutrition and dietetics professionals must demonstrate in order to perform work roles and function successfully.

**Performance indicators** provide the action statements (verbs) that describe how a competency is demonstrated in practice. The intent of this survey is to determine the competencies needed for entry-level practice to ensure nutrition and dietetics graduates are trained to be job ready.

The associate's level competencies are organized in 5 competency units. This section of the survey will ask you to rate the competencies and performance indicators for all 5 competency units.

- **Unit 1 Foundational Knowledge**
- **Unit 2 Professionalism**
- **Unit 3 Individual and Community Services**
- **Unit 4 Cultural Competence**
- **Unit 5 Communications, Collaboration and Advocacy**

## Page 6

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Each of the following pages will contain the title and definition of the **competency unit** at the top of the page. In each grid on the page, an outline-type numbering system will be used for each competency and related performance indicators.

The **competency is framed in a green box and is listed first with a number** with one decimal (i.e. 1.1 indicating competency unit 1, competency #1 or 3.2 indicating competency unit 3, competency #2).

Each **performance indicator related to the competency follows using an** extended numbering (i.e. 1.1.1 indicating competency unit 1, competency #1, performance indicator #1; or 3.2.1 indicating competency unit 3, competency #2, performance indicator #1).

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.1 Demonstrates an understanding of the principles of food and nutrition.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.1. Considers the impact of food and nutrition on wellness, health promotion, injury and disease throughout the life cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.2. Incorporates basic knowledge of food and nutrition requirements to provide appropriate services throughout the lifespan and across disease states.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.3. Identifies, assesses and manages potential basic nutritional risks that may impact the delivery of safe and effective foodservices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.4. Investigates and suggests improvements to basic nutritional risk-management plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.5. Modifies recipes for acceptability and affordability to accommodate the cultural diversity and health status of less-complex situations and health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.6. Applies knowledge of food insecurity in the provision of community and population-health services (may include sustainability, social justice elements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.7. Maintain currency in evidence-based nutrition and dietetics information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

1. Not Important

- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.2 Integrates knowledge of health determinates into all aspects of care and services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.1. Explains how demographic and socio-economic factors and ecological issues affect the individual, group and community well-being to stakeholders (e.g. other professionals, client and family members).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.2. Takes into consideration demographics, lifestyle risk factors and socio-economic factors to manage food and nutrition needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.3. Identifies key environmental factors that might affect services and access to food (economical, individual mobility, pollution, urban versus rural, social-service systems).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes

No

If no, list the performance indicator(s) that does not belong?

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Please provide an example of how the competency can be demonstrated.

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We welcome additional comments.

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**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.3 Demonstrates knowledge of wellness strategies that contribute to long-term health.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.1. Supports the development and modifications of wellness, exercise and health programs to meet the needs of the organization, community and client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.2. Implements wellness activities for various audiences, utilizing standardized materials to provide appropriate services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.3. Promotes nutritional well-being and assists with self-management for the prevention of non-communicable diseases to the population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.4. Summarizes how society, media, culture, social norms and peer pressures influence wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.5. Defines dimensions of wellness (e.g. physical, intellectual, emotional, social, spiritual, environmental, occupational and lifestyle).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.6. Obtains and interprets information relating to the determinants of health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important



The competency and performance indicators listed above are clearly worded.

Yes

No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes

No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.4 Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4. 1. Follows food safety and sanitation regulations, policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.2. Educates others on food safety principles (e.g. storage, cross contact, cross contamination and sanitary handling of food).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.5 Demonstrates understanding of public health system.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.1. Identifies and explains individual, public and private organizational and government roles and responsibilities within public health and health-care systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.2. Understands public health and health-care systems in order to refer and provide services to groups, communities and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.3. Advocates for nutrition programs and resources within the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes

No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 2: Professionalism**  
**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>2.1 Demonstrates ethical behaviors becoming of the profession.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1. Refers individuals for consultation when issues are beyond scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.2. Accepts responsibility and accountability for actions and decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.3. Demonstrates honesty and integrity through trustworthy, transparent, respectful and non-judgmental behaviors toward clients and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.4. Identifies and practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.5. Applies client-centered principles to all activities and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.6. Understands the impact of the therapeutic relationship and the inherent imbalance of the relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.7. Recognizes, maintains and balances professional boundaries with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.8. Recognizes and manages ethical dilemmas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.9. Analyzes the impact of one's own professional behaviors, values, beliefs and actions on others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.10. Applies principles of the informed-consent process prior to engaging a client in services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed

competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 2: Professionalism**  
**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>2.2 Engages in reflective-practice activities to maintain ongoing competence.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2. 1. Demonstrates continuous self-awareness by critically evaluating one's own knowledge, skill and judgment and own experiences; and determines the appropriateness of performing the activity and providing the service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.2. Reflects on and respects others experiences and opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.3. Reflects on own position and relationships in the community and how this impacts the services provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.4. Obtains feedback and demonstrates a willingness to consider opinions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.5. Identifies and reviews evidence-informed literature and credible health information sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.6. Demonstrates critical thinking to inform decisions and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.7. Reflects and incorporates own experiences and learning in practice; and determines the appropriateness of the situation before proceeding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.8. Develops own learning goals and objectives, and identifies activities to meet the goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

1. Not Important



- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 2: Professionalism**

**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>2.3 Adheres to legislation, regulations, standards of practice and organizational policies.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.1. Understands governance of nutrition and dietetics practice, such as the legislative scope of nutrition and dietetics practice and the Code of Ethics for the nutrition and dietetics profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.2. Adheres to confidentiality and privacy legislation, practice standards, and organization’s policies regarding client information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.3. Demonstrates awareness of all mandatory reporting obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.4. Protects the confidentiality and security of information throughout collection, storage, use, dissemination and destruction process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.5. Works to the defined role and responsibilities outlined by the employer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes

No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 3: Individual and Community Services**  
**Applies and integrates client-centered principles supporting access to services, and promotes health and wellness of an individual and community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.1 Screens basic nutrition and health needs of individuals and communities.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.1. Uses standardized screening tools to identify clients' and community nutrition risks and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.2. Adheres to guidelines, protocols and policies when performing assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.3. Collects data using interviewing skills, observation and available evidence to inform assessment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.4. Collects relevant information about the client's prior function, abilities, health and nutrition status and environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.5. Identifies internal and external environmental factors that may impact the client's or community's health outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.6. Identifies and accesses resources that may enhance the health and wellness of the client and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.7. Reports findings to support the development of the plan and to inform client or community needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.8. Recognizes client's health status, symptoms and abilities and refers to others when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.9. Determines factors that may influence nutrition intake and status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.10. Recognizes health behaviors, physical and social determinants of health attributes that might influence food habits and preferences in individuals, groups and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Importance to the Public

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 3: Individual and Community Services**  
**Applies and integrates client-centered principles supporting access to services, and promotes health and wellness of an individual and community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.2 Participates in the development, monitoring and modifications of the client's program.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.1. Reports assessment data to inform the development of the plan of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.2. Accurately communicates client's health status, symptoms and abilities and facilitates appropriate referrals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.3. Communicates cultural and personal needs of the individual and community to appropriate team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.4. Supports the client's understanding of the plan of care in his or her cultural context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.5. Implements the established program and/or plan of care in collaboration with the client and other team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.6. Monitors and reports an individual's health status following established protocols and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.7. Reports changes in health status, situation, environment, and/or compliance to appropriate team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 3: Individual and Community Services**  
**Applies and integrates client-centered principles supporting access to services, and promotes health and wellness of an individual and community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.3 Considers the factors that impact food availability in the community (seasonal, accessibility, affordability, geographical location) within the social determinants of health.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.1. Uses standardized educational material templates, forms and protocols in menu planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.2. Demonstrates basic meal-preparation skills applying culinary skills and knowledge of healthy food choices and disease management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.3. Reviews an individual's menus considering the nutritional and individual health needs based on established criteria and plan of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.4. Consider the factors that impact food availability in the community (seasonal, accessibility, affordability, geographical location) within the social determinants of health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.5. Considers consumer needs, nutritional requirements (following established guidelines) and aesthetic characteristics of foods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 3: Individual and Community Services**  
**Applies and integrates client-centered principles supporting access to services, and promotes health and wellness of an individual and community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.4 Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.1. Educates using standardized or pre-developed evidence-informed materials for meal planning, recipes, food labels and purchasing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.2. Applies knowledge of basic food science and food-preparation techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.3. Utilizes principles of menu planning when coaching and teaching individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.4. Selects and uses credible standardized educational-material templates, forms and protocols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.5. Reviews meal plans and recipes, and makes recommendations for changes based on standardized tools and criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.6. Promotes healthful food choices and healthful eating behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 3: Individual and Community Services**  
**Applies and integrates client-centered principles supporting access to services, and promotes health and wellness of an individual and community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.5 Organizes community nutrition programs and promotes access to community resources.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.1. Identifies and explains individual, public and private organizational and government roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.2. Maintains current knowledge of community resources available to individuals and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.3. Identifies the need for and advocates for a program, service and availability of resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.4. Contributes to a community needs assessment and advocates for appropriate services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.5. Engages in stakeholder consultation to support the development and implementation of a program, service and resource.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.6. Takes into consideration sustainability and disparities (health, availability, finances, access) when planning for the program, service and resource.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.7. Considers the impact of health determinates of the individuals to support decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.8. Contributes to the design of the program, service and resources considering the cultural needs of the clients and/or community and environmental disparities (health, availability, finances, access).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.9. Obtains community and organizational support for the implementation of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

support for the implementation of the program, service and resource.

1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
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3.5.10. Supports the implementation of the program, service and resource taking into consideration the individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5.11. Evaluates the effectiveness of the program, service and resources using standardized and pre-established evaluation criteria, tools and methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Importance to the Public

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**Unit 3: Individual and Community Services**  
**Applies and integrates client-centered principles supporting access to services, and promotes health and wellness of an individual and community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.6 Provides information and pre-developed evidence-informed educational materials to meet the needs of the individual and community.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6.1. Determines the needs of the individual or group considering the determinates of health, culture and the readiness for change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6.2. Selects appropriate evidence-informed materials to meet the needs of the audience (e.g. linguistic, age, cultural background and literacy level).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6.3. Selects the appropriate delivery method to meet the needs of the audience and overall goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6.4. Suggests modifications to the materials to ensure cultural acceptance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6.5. Evaluates the effectiveness of the information and education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 4: Cultural Competence**  
**Applies cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>4.1 Demonstrates an understanding of the principles of cultural competence.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.1. Develops an awareness of how cultural differences influence interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2. Gains a holistic understanding of the individual’s and community’s needs considering the determinates of health (cultural values, beliefs; lifestyle; politics and laws; kinship and society; economics; religion and philosophy; education and technology).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3. Develops self-awareness of personal beliefs, values and biases to better serve clients from different cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.4. Demonstrates recognition, protection and advancement of the inherent human rights of individuals and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5. Empowers clients to value cultural identity and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6. Takes into consideration the culture of the work setting and the different cultures of the team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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- 1. Not Important
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Yes  No

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Type here

## Unit 4: Cultural Competence

Applies cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community.

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>4.2 Identifies and addresses cultural needs of the individual and community.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.1. Acts as a cultural broker within the organization, team and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2. Identifies cultural needs of the individual and community and the individual's and group's social norms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3. Identifies and addresses barriers to implementing culturally competent practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.4. Identifies strategies for dealing respectfully with families for whom English is not the primary language or whose cultural background may be different from his or her own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.5. Considers the historical trauma, and the emotional and psychological impact of contact between people from cultures previously unknown to her or him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.6. Recognizes the importance of social norms, community wishes and challenges with integration into the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.7. Modifies services to meet the needs of culturally diverse individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.8. Advocates for delivery of culturally sensitive care and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.9. Facilitates the use of a translator where necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Importance to the Public

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**Unit 4: Cultural Competence**

**Applies cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>4.3 Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.1. Identifies individuals and group’s cultural food and eating patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.2. Recognizes cultural diversity in food preparation and traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.3. Integrates knowledge of cultural foods when practicing culinary skills and when selecting and providing educational materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.4. Demonstrates understanding of the role food plays with different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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Type here

**Unit 5: Communication, Collaboration and Advocacy**  
**Applies effective communication techniques to achieve common nutrition and health goals.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.1 Applies effective written and oral communication skills and techniques to achieve desired goals and outcomes.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.1. Fosters open, honest, clear and ethical communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.2. Communicates clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.3. Selects appropriate mode of communication for specific messaging to meet the needs of the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.4. Identifies and addresses barriers to communication (e.g. literacy, cultural issues, lack of understanding, physical distractions, fear).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.5. Adapts communication style to meet diverse needs of individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.6. Uses effective verbal and written communication skills to deliver information in a respectful, thoughtful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.7. Writes clearly, concisely and professionally using correct spelling and grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.8. Uses active listening techniques (encouraging, clarifying, restating, paraphrasing, reflecting, summarizing, validating, observing nonverbal cues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.9. Offers communications in the preferred language of the client and seeks support from a professional interpreter when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.10. Interprets and responds to nonverbal communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.11. Utilizes technology competently, ethically and efficiently to support delivery of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.12. Documents all client encounters following	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the standards of the profession and organizational policies.

1. <input type="radio"/> Not Important for future practice	2. <input type="radio"/> Minor Importance for future practice	3. <input type="radio"/> Important for future practice	4. <input type="radio"/> Critical for future practice
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5.1.13. Confirms information is credible and evidence-informed prior to communications.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### Importance to the Public

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Please provide an example of how the competency can be demonstrated.



Type here

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Type here

**Unit 5: Communication, Collaboration and Advocacy**  
**Applies effective communication techniques to achieve common nutrition and health goals.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.2 Works collaboratively with intra- and inter-professional team members, individuals and the community.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.1. Communicates role and responsibilities accurately to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.2. Applies networking skills to establish opportunities and to support individual and community services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.3. Respects the opinions and values of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.4. Seeks consultation and refers to other professionals when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.5. Demonstrates conflict-management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.6. Understands meeting-management principles in order to effectively participate in meetings and small-group activities (e.g. redirecting, focusing and ensuring equal participation and consensus building) in order to achieve goals within timeframes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.7. Collaborates with community partners and stakeholders in promoting individuals, groups and community health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.8. Consults with others and provides nutrition information within the community using standardized educational materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 5: Communication, Collaboration and Advocacy**  
**Applies effective communication techniques to achieve common nutrition and health goals.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.3 Advocates for programs and services for individuals and the community.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.1. Defines and compares various types of community advocacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.2. Participates in activities of an advocacy-based organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.3. Networks with internal and community professional groups and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.4. Identifies and suggests strategies for reaching individuals in populations that do not access available resources in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes

No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

## Certificate of Completion

If you are an NDTR or RDN, would you like to receive a certificate of CPE credit for completing this questionnaire?

Yes, provide email address to send the certificate

Type here

No

Not Applicable, I am not an NDTR or RDN

Would you like to be entered into the prize drawing for one of 32 prizes that include electronic tablets, Fitbit wrist bands, and gift cards ranging from \$5 to \$50?

Yes, provide email address to notify you if you are a prize winner.

Type here

No

## Bachelor Degree Survey and Master Degree Survey

ACEND has additional surveys to gather input on the bachelor and master degree level competencies. You may choose to complete one of these surveys by clicking on the link of your choice.

- [Bachelor Degree Survey](#)
- [Master Degree Survey](#)

Thank you very much for taking time to provide your valuable input to ACEND.

Questionnaire Builder powered by FluidSurveys

 A SurveyMonkey Company.



**Appendix B**  
**Bachelor's Degree Competency Questionnaire**  
**Spring 2016**

# ACEND Bachelor Degree Validation Study

## Page 1

### Introduction

Thank you very much for your participation in this important exercise which will ensure that the Accreditation Council for Education in Nutrition and Dietetics (ACEND) is accurately describing the required knowledge, skill and judgment of **future (2025 and beyond)** graduates from a bachelor degree program in nutrition and dietetics. ACEND envisions that these practitioners will:

- Be prepared for emerging roles in community nutrition and health, wellness, business and industry and management
- Work under the supervision of the Registered Dietitian Nutritionist (RDN) when providing direct patient/client nutrition
- Work independently providing general nutrition education to healthy populations
- Work independently managing foodservice operations and working in business and industry
- Be prepared to be credentialed as a Nutrition and Dietetics Technician, Registered (NDTR)

Please consider this description of a nutrition and dietetics practitioner with a bachelor degree as you complete this questionnaire. Your input will be extremely valuable to ACEND as it finalizes which statements to include in its future education model standards for bachelor degree graduates in nutrition and dietetics.

## Instructions

### 1. "Save and Continue Later" Button.

This survey will take approximately 2 hours for you to complete. As you progress through the survey, please click the "save and continue later" button located at the bottom of the screen (below the Next button). Please SAVE the URL address provided. This URL will return you to the survey responses page you were on (when clicked) at a later time or should you experience an internet service disruption. ACEND will not maintain a copy of your assigned URL address to return to your saved survey responses.

### 2. Data Collection

This survey is conducted by iComp Consulting Inc. iComp Consulting Inc. is contracted by ACEND to support the development of the competencies. Collated survey responses from all participants will be provided to ACEND for the purpose of validating the competencies. Individual responses will NOT be shared with ACEND. Your email address will NOT be presented with the collated data.

## Demographics

### In what setting(s) do you work? (select all that apply)

- Healthcare (hospital, long term care, physician network)
- Behavioral care clinics (rehabilitation, mental illness, etc.)
- Educational setting (primary, secondary, university)
- Community nonprofit
- Government (federal, city, state, or local) public health
- Wellness programs (workplace, health club, fitness centers)
- Corporate/industry settings (R&D, marketing, sales, etc.)
- Communications and media
- Self employed consultation or private practice
- Not currently working

### Which of the following describe your role(s)? If you work in multiple roles, select all that apply. If you are currently not practicing, consider your most recent role(s).

- Clinical care (acute care, long term care, rehabilitation)
- Management / Leadership (Director of a program, facility, unit, department)
- Foodservice (i.e. school system, foodservice, cafeteria, long-term care facility, hospital, etc.)
- Community or public health
- Business and industry (i.e. marketing, contract foodservice, sales, nutrition science, consumer testing, pharmaceutical or nutrition products manufacturer, distributor, or retailer, etc.)
- Academic / research
- Other:

### What is the highest degree you hold.

- High School
- Associate
- Baccalaureate
- Master
- Doctorate
- Other:

### How many years of experience do you have in your profession?

- No experience
- 3 years or less
- 4 to 9 years
- 10 to 20 years
- More than 20 years

**In which state do you work?**

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire

- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- Other

**Do you currently serve as a preceptor for the educational preparation of NDTRs or RDNs?**

- Yes  No

## Respondent Information

**Which of the following best describes the perspective from which you are answering this questionnaire.**

- As a registered dietitian nutritionist (RD/RDN)
- As a nutrition and dietetics technician, registered (DTR/NDTR)
- As a community health worker
- As an employer who hires RDNs, NDTRs, or community health workers
- As a professional who works with nutrition and dietetics practitioners
- As a nutrition and dietetics educator
- Other (please specify)

## Competencies and Performance Indicators

This section of the survey asks you to consider:

1. How important the competencies and performance indicators are to future nutrition and dietetics practice; and
2. To ensure the public has access to needed services in the future, how important is it that the future nutrition and dietetics graduates can demonstrate the competencies and performance indicators.

A **competency** is a synthesis of knowledge, skills, abilities and behaviors nutrition and dietetics professionals must demonstrate in order to perform work roles and function successfully.

**Performance indicators** provide the action statements (verbs) that describe how a competency is demonstrated in practice. The intent of this survey is to determine the competencies needed for entry-level practice to ensure nutrition and dietetics graduates are trained to be job ready.

The bachelor's level competencies are organized in 8 competency units. This section of the survey will ask you to rate the competencies and performance indicators for all 8 competency units.

- **Unit 1 Foundational Knowledge**
- **Unit 2 Client Services**
- **Unit 3 Food Systems Management**
- **Unit 4 Community and Population Health Nutrition**
- **Unit 5 Leadership, Business and Management**
- **Unit 6 Critical Thinking, Research and Evidence-Informed Practice**
- **Unit 7 Professionalism**
- **Unit 8 Communication, Collaboration and Advocacy**



## Page 6

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Each of the following pages will contain the title and definition of the **competency unit** at the top of the page. In each grid on the page, an outline-type numbering system will be used for each competency and related performance indicators.

The **competency is framed in a green box and is listed first with a number** with one decimal (i.e. 1.1 indicating competency unit 1, competency #1 or 3.2 indicating competency unit 3, competency #2).

Each **performance indicator related to the competency follows using an** extended numbering (i.e. 1.1.1 indicating competency unit 1, competency #1, performance indicator #1; or 3.2.1 indicating competency unit 3, competency #2, performance indicator #1).

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.1 Applies a basic understanding of environmental and genetic factors in the development and management of disease.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.1 Identifies environmental and genetic factors that influence the development of disease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.2 Identifies the influence of food consumption on the development of disease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.3 Supports management of food consumption to treat acute and chronic diseases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.2 Demonstrates an understanding of anatomy and physiology.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.1. Recognizes anatomical structures and explains the physiological functions of the body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.2. Analyzes the impact of disease state, injury and food on different body systems and functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.3. Describes the physiological processes of humans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.3 Demonstrates an understanding of microbiology and food safety.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.1 Describes microbiology applications in food and nutrition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.2. Applies food safety principles across life stages/course (pregnancy, elderly, immune-compromised) and the food delivery (e.g. pathogens, microbes, viruses and fungus as it relates to food safety principles).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.3. Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.4 Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.1. Applies fundamental chemistry and organic chemistry principles to enhance understanding of food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.2. Applies nutrition biochemistry principles to the understanding of human health and metabolism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.3. Explains the chemical nature of food and the impact on food quality, acceptability and compatibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**



Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.5 Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology (health and disease).</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.1. Recognizes biochemical indicators specific to the disease process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.2. Explains the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.3. Explains the effects of disease, clinical conditions and treatment on nutrition health status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.1. Is aware of self-bias towards socio-economic status and psychological issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.2. Identifies social and psychological factors affecting intake of food and impact on nutritional status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.3. Demonstrates an understanding of general mental health as an overall component of health and wellness, and nutritional status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.4. Defines and discusses the practice of sustainability, food and water waste, reusable/biodegradable items, local produce sourcing and access to food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.5. Identifies key environmental factors that may affect services and/or access to food (economical, individual mobility, pollution, urban versus rural, social-service systems).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes

No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.7 Applies the principles of cultural competence within own practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.1. Demonstrates knowledge of the cultural competence models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.2. Applies knowledge of foods, cultural foods, eating patterns and food trends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.3. Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients and nutrition and dietetics professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.4. Identifies and implements strategies to address cultural biases and differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.5. Applies culturally sensitive approaches and communication skills (gender, transgender, religion, cultural clothing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.6. Develops self-awareness of one’s own personal beliefs, values and biases to better serve clients of different cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes

No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.8 Demonstrates basic knowledge of nutrition pharmacology, and integrative and functional therapy.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.1. Identifies the major pharmacological classifications to inform potential drug and food interactions and recognize classes of medications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.2. Recognizes significant drug and nutrient interactions to inform practice and ensure client safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.3. Identifies evidence-based literature and resources related to integrative and functional therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.4. Identifies the purpose, risks, disadvantages and contraindications of commonly used therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No



**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.9 Demonstrates knowledge of math and statistics.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.1. Understands fundamental statistics concepts and basic application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.2. Demonstrates understanding and applies mathematical concepts and problem solving in nutrition- and food-related activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.10 Demonstrates knowledge of medical terminology when communicating with individuals.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10.1. Communicates with health-care professionals using basic medical terminology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10.2. Uses acceptable medical abbreviations and appropriate medical terminology in oral and written (including electronic medical records) communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10.3 Demonstrates understanding of common terms used by other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.11 Demonstrates knowledge of food preparation and techniques.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.1. Applies appropriate cooking skills and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.2. Converts recipes and ingredients based on customer preferences or dietary needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.3. Properly operates equipment and common culinary hand tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.4. Complies with and practices safe work habits, identifies safety hazards and employs preventive safety measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.5. Exercises consistent portion- control skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.6. Reads and follows recipes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.7. Ensures foods are aesthetically pleasing, appealing and tasteful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes

No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

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Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.12 Applies technology in the decision-making process.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.1. Applies technology in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.2. Describes factors to consider when accessing and evaluating health information online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.3. Identifies trends in health care and food systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.4. Uses electronic databases to obtain information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.5. Proficiently uses new hardware, software and technology to enhance practice and client care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

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<b>1.13 Applies nutrition knowledge in the provision of nutrition care at all stages of the life cycle.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.1. Compares and contrasts nutrition needs of individuals at all stages of the life cycle using standardized templates and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.2. Calculates nutritional needs of individuals based on comparative standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.3. Determines impact of physical activity and movement on nutritional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.4. Teaches the benefits of exercise at all stages of the life cycle to individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.5. Explains ingestion, digestion, absorption, metabolism and excretion of nutrients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>1.14 Applies knowledge of health promotion and prevention for individuals and groups.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.1. Compares the relationship between the determinates of health and wellness (e.g. emotional, environmental, intellectual, occupational, social, physical, spiritual, financial).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.2. Applies knowledge of epidemiology related to wellness and disease prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.3. Recognizes the cause of disease and threats to the health of individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.4. Identifies risk-reduction strategies for individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.5. Keeps current of society, media, culture and peer pressure influences on wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.6. Identifies effects of deficiencies and toxicities of nutrients as well as environmental and chemical agents on health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.7. Applies change behavior theories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 2: Client (Customer) Services**  
**Applies and integrates patient/client-centered principles and competent nutrition and dietetics practice to ensure positive outcomes, in all environments.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>2.1 Applies a framework to assess, develop, implement and evaluate program and services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1. Conducts an assessment of the work setting and environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding products, programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.2. Identifies opportunities for intervention/improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.3. Implements the program or services following the predefined designs, plans or models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.4. Evaluates effectiveness of program, product or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.5. Collaborates with appropriate stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>2.2 Conducts and interprets nutritional status screening for individuals, groups or targeted population using standardized tools.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.1. Selects nutrition and activity screening tools, taking into consideration all client factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.2 Determines the appropriateness of the services (e.g. complexity of the client, environmental supports and personal competence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.3. Compares screening results with normative reference to determine the risk level of individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.4. Determines the appropriate referral needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Assessment: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.1. Conducts a basic physical and nutrition assessment for individuals with less complex or less acute health care needs when environmental supports are in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.2. Takes a food- and nutrition-related medical history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.3. Assesses physical activity and history of physical activity and exercise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.4. Collects, assesses and interprets anthropometric measures (weight, height, blood pressure) and body composition (e.g. functional status, muscle and subcutaneous fat).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.5. Identifies abnormal and normal biochemical and medical tests and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.6. Collects and analyzes routine laboratory tests (e.g. urinalysis, capillary blood glucose levels).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.7. Determines barriers that might influence a patient’s nutritional status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.8. Determines accuracy and currency of assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Nutrition Diagnosis: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.9. Analyzes and synthesizes assessment data to inform nutrition diagnosis(es) and plan of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.10. Identifies the appropriate validated formulas and performs calculations to determine nutritional requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.11. Creates PES (problem, etiology and sign or symptom) statement and outlines reasons for professional opinion (cause and contributing factors).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.12. Prioritizes the nutrition diagnosis(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.13. Determines the need to consult or transfer care to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Intervention (Planning and Monitoring): 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.14. In collaboration with the patient/client and team members, recommends an individualized plan of care that addresses nutritional care needs, diagnosis and client goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.15. Implements plan of care or intervention in collaboration with the patient and other team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Evaluation: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.16. Monitors and evaluates problems, etiology, signs or symptoms and impact of intervention on the nutrition diagnosis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.17. Applies standardized nutrition-care outcome indicators to measure intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.18. Assesses patient’s understanding and compliance with nutrition intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.19. Identifies barriers to meeting goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.20. Summarizes impact of the sum of all interventions on overall client outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.21. Identifies reasons for deviation from expected outcomes for a given nutrition intervention for client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.22. Makes modifications to the plan of care or intervention and communicates changes to the patient and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Documentation: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.23. Documents all elements of the nutrition-care process following professional standards and organizational policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.24 Applies coding and billing procedures and policies for nutrition and dietetics services to obtain reimbursement from public and private insurers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Medical Nutrition Therapy: 2.4 Performs nutritional interventions for clients with less complex care needs when environmental supports are in place.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.1. Ensures environmental supports (e.g. consultation, referral source) are in place prior to implementing the plan of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.2. Manages medical nutrition therapy for clients whose condition or status is less complex, when plan of care, diagnosis and prognosis are clearly established.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.3. Applies and integrates understanding of foundational sciences to manage medical nutrition therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.4. Applies foundational science knowledge and medical nutrition therapy principles to manage oral diets and oral supplements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.5. Monitors enteral feedings and medical nutrition therapy for client's whose therapy has been well established and environmental supports are in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.6. Considers patient complexity, nutritional impact, indications, side effects, contraindications, benefits, alternatives and foundational sciences when recommending the use of nutritional supplements, enteral and parenteral feeding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.7. Transfer care to registered dietitian nutritionist or physician when patient needs become more complex, when environment changes or when required intervention is beyond personal or professional scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Education: 2.4 Performs nutritional interventions for clients with less complex care needs when environmental supports are in place.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.8. Applies education theories (adult learning, pedagogy) and education principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.9. Assesses audience's readiness to learn and identifies barriers to learning, including client and environmental factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.10. Modifies education materials or delivery methods to meet the needs of the patient or group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.11. Provides evidence-informed wellness and therapeutic diet education to patients and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.12. Translates basic food and general nutrition knowledge into understandable language tailored to the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.13. Evaluates effectiveness of education and makes modifications as required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Coaching and Counseling: 2.4 Performs nutritional interventions for clients with less complex care needs when environmental supports are in place.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.14. Assesses a patient's needs and appropriateness for the recommended counseling or coaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.15. Applies coaching and counseling principles when providing individualized sessions to clients whose needs are less complex and when environmental supports are in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.16. Evaluates effectiveness of coaching or counseling and makes modifications as required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.17. Refers to other professionals when patient needs are beyond personal or professional scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>2.5 Considers the patient's use of, and beliefs and values related to nutrition integrative and functional therapy.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.1. Demonstrates awareness of integrative and functional therapies and interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.2. Recommends nutrition supplements (vitamins, minerals, meal replacements) based on assessment while adhering to the professional standards and evidence-informed practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

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Yes
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**Unit 3: Food Systems Management**  
**Applies food system principles and management skills to ensure safe and efficient delivery of food and water.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.1 Manages the production, distribution, and service of quantity and quality of food products.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.1. Plans, designs and coordinates nutritionally sound meals that meet customer needs and promote health and disease management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.2. Ensures work activities and products reflect the organization’s mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.3. Employs principles of productivity to optimize safe, ethical and efficient resource utilization within an approved budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.4. Participates in the development of policies and performance measures for quality and quantity of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.5. Develops processes, tools and measurements to evaluate products, services, human resources and workflow; and analyzes results to inform required modifications or changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.6. Ensures compliance with external standards, collects data and reports findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.7. Analyzes evaluation results and develops a plan for modification or system improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.8. Communicates and collaborates with relevant stakeholders to implement changes to improve effectiveness and efficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.9. Identifies and takes action on unsafe, unethical and or hazardous behaviors or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.10. Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>3.2 Coordinates the purchasing, receipt and storage of food products and services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.1. Conducts a facility analysis of equipment and technological needs based on resource availability, anticipated future growth and sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.2. Identifies and analyzes the need to engage internal or external stakeholders in an agreement(s) or contract.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.3. Applies ethical negotiation skills to manage contracts and professional agreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.4. Coordinates human and financial resources to assure appropriate inventory control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.5. Implements the use of new kitchen or dietary processes to facilitate efficient and effective services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.6. Develops, implements and uses inventory management systems to track and ensure accurate inventory reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.7. Analyzes inventory control as it pertains to the food and supplies of the food service operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.8. Manages the process of receiving and storing products, demonstrating adherence to food safety code guidelines and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.9. Manages the relationship between forecasting and production as it pertains to recipe needs and organizational demand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>3.3 Applies principles of food safety and sanitation to the production and service of food.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.1. Maintains currency in and follows applicable legislation and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.2. Follows the required safety and health legislation, regulations, guidelines, policies and procedures applicable to the practice-setting environment and services provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.3. Manages activities related to compliance with health and safety requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.4. Applies and educates others on food safety principles (e.g. storage, cross contact and cross contamination, sanitary handling of food).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.5. Identifies local vulnerabilities in the food-supply chain as it relates to bioterrorism, natural disasters and food contamination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.6. Adheres to and educates other on infection-prevention and control measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.7. Supports the implementation of an emergency preparedness plan and distribution of services pertaining to foodservice operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>3.4 Applies an understanding of agricultural practices, food technology and processes.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.1. Has a working knowledge of different agricultural food-production systems (including organic, conventional, rotational) and related terminology and concepts, including potential nutritional impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.2. Identifies the need and establishes partnerships with local growers and producers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 4: Community and Population Health Nutrition**  
**Applies community and population health theories to address nutrition and global health and wellness.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>4.1 Assesses, implements and evaluates community and population-based programs.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.1. Conducts an assessment of the work setting or environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding products, programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2. Identifies opportunities for intervention and improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3. Utilizes strategies to evaluate effectiveness, analyzing reasons for variance from expected outcome, and implements new strategies as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.4. Collaborates with appropriate stakeholders to support the implementation of the program plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5. Creates an evaluation framework using pre-developed tools and methods to support the evaluation of the community program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6. Makes modifications to the program or services based on data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

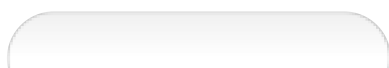
	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.1 Demonstrates leadership skill to guide practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.1. Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.2. Demonstrates understanding of social situations and dynamics, and ability to operate effectively in a variety of social environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.3. Communicates at the appropriate emotional level, understands emotions and emotional situations, and is in tune with one’s own emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.4. Develops interpersonal skills by becoming an active listener and having strong conversational and speaking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.5. Sees others’ perspectives and is open to and considers others’ points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>5.2 Planning: Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.1. Works within an established operational plan by monitoring budget (revenue and expense management), inventory control, labor and regular daily tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.2. Aligns work and department activities with organizational strategic plan, mission and vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>5.2 Organizing: Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.3 Assigns and manages responsibilities to various team members according to skill, labor hours, scope of practice, and personal competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.4. Sets and monitors clear targets for team members that are aligned with common objectives and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>5.2 Management: Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.5. Engages in human resource activities adhering to applicable legislation and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.6. Applies understanding of psychological and sociological perspectives when managing staff and engaging in human resource activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.7. Applies change management theories and conflict resolution skills to manage and promote positive change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.8. Uses persuasive communication skills to influence and produce a desired outcome during negotiations and conflict resolution discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.9. Understands and respects roles and responsibilities of the inter-professional team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>5.2 Controls: Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.10 Collects, understands and analyzes financial data to support fiscally responsible decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.11. Collects and reports data to support the analysis of the department’s operational plan and budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>5.2 Time Management: Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.12 Applies principles of time management to monitor and enhance personal productivity and productivity of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.13. Prioritizes activities to effectively manage time and workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.14. Evaluates the whole system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Motivation and Recognition: 5.2. Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.15. Demonstrates appreciation for team involvement and the value and skills of each member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.16. Models behaviors that maximize group participation by consulting, listening and communicating clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.17. Takes innovative approaches to build, support and maintain a diverse workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>5.3 Applies project management principles to achieve project goals and objectives.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.1. Collaborates with others to define the project scope and project plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.2. Monitors approved project plan to ensure deliverables are met within scope of the project (scope, time and cost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.3. Reports potential and real risk and suggests options to resolve the risk(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>5.4 Incorporates quality improvement cycle into practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.1. Establishes goals for improving quality of services in collaboration with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.2. Identifies quality improvement indicators and supports the development of quality improvement measurement tools (e.g. client-satisfaction surveys).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.3. Collects data to assess the quality of services provided and identifies opportunities for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.4. Evaluates data, reports findings and makes recommendations for quality improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.5. Implements quality improvement action plan (including addressing staffing issues) and monitors impact and outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.5 Incorporates risk management strategies into practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.1. Assesses potential and real risks to an individual, group and/or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.2. Identifies and takes action to manage, reduce and/or eliminate risk to self, others and the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.3. Supports implementation of risk management plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Yes
No

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Type here



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Yes

No

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Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-based practice, research principles, and critical thinking into practice.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>6.1 Incorporates critical thinking skills in overall practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1.1. Identifies how critical thinking allows for consideration of multiple factors when problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1.2. Incorporates the thought process used in critical thinking models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1.3. Engages in reflective practice to promote change and continuous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Type here

**Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-based practice, research principles, and critical thinking into practice.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>6.2 Identifies and understands the scientific method and research ethics.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.1. Identifies basic steps of the scientific method and scientific processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.2. Recognizes research ethics and responsible conduct in research (e.g. human subject’s protection).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.3. Collects and retrieves data using a variety of techniques and technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.4. Communicates pre-developed research messaging to a variety of audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-based practice, research principles, and critical thinking into practice.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>6.3 Applies current research and evidence-based practice to services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.1. Uses resources (e.g. Evidence Analysis Library, ASPEN and Cochrane, business journals, profession specific journals, government agency website, World Health Organization [WHO]) to find accurate and current research and evidence-based literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.2. Understands basic components of assessing the strengths and limitations of research articles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.3. Uses research terminology when communicating with other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.4. Evaluates current research and evidence-based practice findings to determine the reliability and credibility of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.5. Applies current research and evidence-based practice to the deliver safe and effective nutrition care (e.g. communicate information to clients, colleagues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 7: Professionalism**  
**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>7.1 Demonstrates ethical behaviors becoming to the profession.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.1. Demonstrates honesty and integrity, and behaves in a trustworthy, transparent, respectful and non-judgmental manner toward clients and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.2. Understands governance of nutrition and dietetics practice as outlined in documents such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.3. Accepts responsibility and accountability for own actions and decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.4. Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.5. Understands the impact of the therapeutic relationship on services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.6. Applies client-centered principles to all activities and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.7. Recognizes and maintains professional boundaries with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.8. Analyzes the impact of one's own professional behaviors, values, beliefs and actions on others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.9. Develops advertising materials that are accurate, truthful and evidence informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.10. Applies principles of the informed-consent process to ensure the client is capable of accepting or refusing services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.11. Applies client-centered principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.12. Advocates for and takes action to ensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



others demonstrate professional responsibilities and ethical behaviors.

1. <input type="radio"/> Not Important for future practice	2. <input type="radio"/> Minor Importance for future practice	3. <input type="radio"/> Important for future practice	4. <input type="radio"/> Critical for future practice
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7.1.13. Recognizes and take steps to manage ethical dilemma.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### Importance to the Public

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

- 1. Not Important
- 2. Minor importance
- 3. Important
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**The competency and performance indicators listed above are clearly worded.**

Yes  No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes  No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 7: Professionalism**  
**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>7.2 Engages in self- reflective practice activities to maintain ongoing competence and professional behaviors.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.1. Demonstrates continuous self-awareness by critically evaluating one’s knowledge, skill and judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.2. Takes into consider own life experiences to inform decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.3. Obtains feedback and demonstrates a willingness to consider opinions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.4. Considers and incorporates own experiences and learning in practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.5. Engages in a self-assessment of own practice, knowledge, skill and judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.6. Develops personal learning goals and objectives, and identifies activities to meet these goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.7. Incorporates learning to ensure safe, ethical and competent care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**The competency and performance indicators listed above are clearly worded.**

Yes

No

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Type here

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Type here

**Unit 7: Professionalism**  
**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>7.3 Adheres to legislation, regulations and standards of practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3.1. Adheres to confidentiality and privacy legislation, practice standards and organization’s policies regarding client information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3.2. Demonstrates awareness of all mandatory reporting obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3.4. Obtains consent for the collection, use, sharing, storage and release of personal information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

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- 3. Important
- 4. Critically important

**The competency and performance indicators listed above are clearly worded.**

Yes
No

**If no, please suggest alternative wording.**

Type here

**Do the performance indicators clearly represent the competency?**

Yes

No

**If no, list the performance indicator(s) that does not belong?**

Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

**Unit 8: Communication, Collaboration and Advocacy**  
**Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>8.1 Applies effective communication skills and techniques to achieve desired goals and outcomes.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.1. Fosters open, honest, clear and ethical communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.2. Observes nonverbal cues and responds appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.3. Communicates clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.4. Selects mode of communication appropriate to the messaging to meet the needs of the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.5. Identifies and addresses barriers to communication (e.g. literacy, cultural issues, lack of understanding, physical distractions, fear).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.6. Adapts communication style to meet needs of diverse individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.7. Uses effective oral communication skills to deliver information in a respectful, thoughtful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.8. Writes clearly, concisely and professionally using correct spelling and grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.9. Uses active listening techniques (encouraging, clarifying, restating, paraphrasing, reflecting, summarizing, validating, observing nonverbal cues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.10. Interprets and responds to nonverbal communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.11. Utilizes technology competently, ethically and efficiently to support delivery of services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.12. Understands and applies media communication principles (including presenting with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

poise, developing key points, conveying scientific accuracy, translating to consumer language).	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
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8.1.13. Documents all client encounters following the standards of the profession and organizational policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.14. Ensures timely, clear and accurate documentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.15. Demonstrates proficient use of computer systems and software relevant to nutrition and dietetics practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Importance to the Public

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Yes
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Yes
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Type here

**Please provide an example of how the competency can be demonstrated.**

Type here

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Type here

**Unit 8: Communication, Collaboration and Advocacy**  
**Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>8.2 Works with and facilitates intra- and inter-professional collaboration and teamwork.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.1. Demonstrates networking skills to build liaisons with internal and external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.2. Seeks consultation and refers to other professionals when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.3. Networks with internal and community professional groups and organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.4. Demonstrates understanding of meeting-management principles by effectively facilitating meetings and small-group activities to achieve goals within time frames (e.g. redirecting, focusing, ensuring equal participation and building consensus ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.5. Demonstrates knowledge of the inter-professional team members' scope of practice and competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.6. Supports others in meeting their professional obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.7. Functions as member of the inter-professional team to support a collaborative, client-centered approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.8. Understands the mentoring role and experiments with mentoring or precepting others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

**To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.**

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Yes  No

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Type here

**Unit 8: Communication, Collaboration and Advocacy**  
**Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.**

**Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.**

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>8.3 Demonstrates advocacy skills to promote awareness and required change.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3.1. Advocates for the profession by communicating to others the role, scope of practice and areas of expertise of the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3.2. Participates in advocacy activities to change or promote new legislation and regulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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  No

Yes No

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**Please provide an example of how the competency can be demonstrated.**

Type here

**We welcome additional comments.**

Type here

## Certificate of Completion

**If you are an NDTR or RDN, would you like to receive a certificate of CPE credit for completing this questionnaire?**

Yes, provide email address to send the certificate

Type here

No

Not Applicable, I am not an NDTR or RDN

**Would you like to be entered into the prize drawing for one of 32 prizes that include electronic tablets, Fitbit wrist bands, and gift cards ranging from \$5 to \$50?**

Yes, provide email address to notify you if you are a prize winner.

Type here

No

## Master Degree Survey and Associate Degree Survey

ACEND has additional surveys to gather input on the associate and master degree level competencies. You may choose to complete one of these surveys by clicking on the link of your choice.

- [Master Degree Survey](#)
- [Associate Degree Survey](#)

**Thank you very much for taking time to provide your valuable input to ACEND.**

Form Creator powered by FluidSurveys

 A SurveyMonkey Company.



**Appendix C**  
**Master's Degree Competency Questionnaire**  
**Spring 2016**

# Master Degree Validation Study

## Page 1

### Introduction

Thank you very much for your participation in this important exercise which will ensure that the Accreditation Council for Education in Nutrition and Dietetics (ACEND) is accurately describing the required knowledge, skill and judgment of **future (2025 and beyond)** graduates from a master degree program in nutrition and dietetics. ACEND envisions that these practitioners will:

- Prescribe medical nutrition therapy, nutrition-related drug therapies, nutrition supplements, and nutrition integrative and functional therapies
- Address population and global health issues
- Integrate evidence-based practice, research, and critical thinking into practice
- Provide medical nutrition therapy counseling resulting in behavior modification
- Conduct research
- Demonstrate leadership to guide practice
- Be prepared to be credentialed as a Registered Dietitian Nutritionist (RDN)

Please consider this description of a nutrition and dietetics practitioner with a master degree as you complete this questionnaire. Your input will be extremely valuable to ACEND as it finalizes which statements to include in its future education model standards for master degree graduates in nutrition and dietetics.

## Instructions

### 1. "Save and Continue Later" Button.

This survey will take approximately 2 hours for you to complete. As you progress through the survey, please click the "save and continue later" button located at the bottom of the screen (below the Next button). Please SAVE the URL address provided. This URL will return you to the survey responses page you were on (when clicked) at a later time or should you experience an internet service disruption. ACEND will not maintain a copy of your assigned URL address to return to your saved survey responses.

### 2. Data Collection

This survey is conducted by iComp Consulting Inc. iComp Consulting Inc. is contracted by ACEND to support the development of the competencies. Collated survey responses from all participants will be provided to ACEND for the purpose of validating the competencies. Individual responses will NOT be shared with ACEND. Your email address will NOT be presented with the collated data.

## Demographic

In what setting(s) do you work? (select all that apply)

- Healthcare (hospital, long term care, physician network)
- Behavioral care clinics (rehabilitation, mental illness, etc.)
- Educational setting (primary, secondary, university)
- Community nonprofit
- Government (federal, city, state, or local) public health
- Wellness programs (workplace, health club, fitness centers)
- Corporate/industry settings (R&D, marketing, sales, etc.)
- Communications and media
- Self employed consultation or private practice
- Not currently working

Which of the following describe your role(s)? If you work in multiple roles, select all that apply. If you are currently not practicing, consider your most recent role(s).

- Clinical care (acute care, long term care, rehabilitation)
- Management / Leadership (Director of a program, facility, unit, department)
- Foodservice (i.e. school system, foodservice, cafeteria, long-term care facility, hospital, etc.)
- Community or public health
- Business and industry (i.e. marketing, contract foodservice, sales, nutrition science, consumer testing, pharmaceutical or nutrition products manufacturer, distributor, or retailer, etc.)
- Academic / research
- Other:

What is the highest degree you hold.

- High School
- Associate
- Baccalaureate
- Master
- Doctorate
- Other:

How many years of experience do you have in your profession?

- No experience
- 3 years or less
- 4 to 9 years
- 10 to 20 years
- More than 20 years

In which state do you work?

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire

- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- Other

Do you currently serve as a preceptor for the educational preparation of NDTRs or RDNs?

- Yes  No

## Respondent Information

Which of the following best describes the perspective from which you are answering this questionnaire.

- As a registered dietitian nutritionist (RD/RDN)
- As a nutrition and dietetics technician, registered (DTR/NDTR)
- As a community health worker
- As an employer who hires RDNs, NDTRs, or community health workers
- As a professional who works with nutrition and dietetics practitioners
- As a nutrition and dietetics educator
- Other (please specify)

## Competencies and Performance Indicators

This section of the survey asks you to consider:

1. How important the competencies and performance indicators are to future nutrition and dietetics practice; and
2. To ensure the public has access to needed services in the future, how important is it that the future nutrition and dietetics graduates can demonstrate the competencies and performance indicators.

A **competency** is a synthesis of knowledge, skills, abilities and behaviors nutrition and dietetics professionals must demonstrate in order to perform work roles and function successfully.

**Performance indicators** provide the action statements (verbs) that describe how a competency is demonstrated in practice. The intent of this survey is to determine the competencies needed for entry-level practice to ensure nutrition and dietetics graduates are trained to be job ready.

The master's level competencies are organized in 8 competency units. This section of the survey will ask you to rate the competencies and performance indicators for all 8 competency units.

- **Unit 1 Foundational Knowledge**
- **Unit 2 Client Services**
- **Unit 3 Food Systems Management**
- **Unit 4 Community and Population Health Nutrition**
- **Unit 5 Leadership, Business and Management**
- **Unit 6 Critical Thinking, Research and Evidence-Informed Practice**
- **Unit 7 Professionalism**
- **Unit 8 Communication, Collaboration and Advocacy**



## Page 6

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Each of the following pages will contain the title and definition of the **competency unit** at the top of the page. In each grid on the page, an outline-type numbering system will be used for each competency and related performance indicators.

The **competency is framed in a green box and is listed first with a number** with one decimal (i.e. 1.1 indicating competency unit 1, competency #1 or 3.2 indicating competency unit 3, competency #2).

Each **performance indicator related to the competency follows using an** extended numbering (i.e. 1.1.1 indicating competency unit 1, competency #1, performance indicator #1; or 3.2.1 indicating competency unit 3, competency #2, performance indicator #1).

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.1. Applies an understanding of environmental and genetic factors in the development and management of disease.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.1. Analyzes the usefulness and limitations of epidemiological study designs, and identifies trends in diet and disease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.2. Examines issues in relation to gene nutrient interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.3. Communicates epidemiological evidence related to the relationship between diet and the development of disease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.4. Demonstrates an understanding of research techniques and processes used to study the effects of genetics on disease states.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.5. Identifies the influence of food consumption on the development of diseases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1.6. Supports management of food consumption to treat acute and chronic diseases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes

No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes

No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.2. Applies an understanding of anatomy and physiology.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.1. Analyzes the impact of food and nutrition on physiological processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.2. Integrates knowledge of anatomy and physiology to make decisions related to nutrition care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2.3. Communicates an understanding of the human body and the impact of food and nutrition on body systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.3. Applies knowledge of microbiology and food safety.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.1. Applies the proper methods of microbial control in food and the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.2. Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.3. Applies principles of pathogens, microbes, viruses and fungi as it relates to food safety principles and across life stages/course and physiological state of the individual (pregnancy, elderly, immune-compromised).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.4. Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.4. Integrates knowledge of chemistry and food science as it pertains to food and nutrition, product development and when making modifications to food.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.1. Summarizes and analyzes the impact of fundamental chemistry and organic chemistry principles on food, human health and metabolism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.2. Integrate nutrition biochemistry knowledge to make informed recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.3. Analyzes the chemical nature of food and the impact on food quality, acceptability and compatibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4.4. Analyzes the food components and the chemical elements for food and nutrition products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.5. Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology (health and disease).</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.1. Examines biochemical indicators specific to the disease process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.2. Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.3. Interprets and analyzes the effects of disease, clinical condition and treatment on nutrition health status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5.4. Analyzes the correlation between mental health conditions and nutritional health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.6. Applies knowledge of social, psychological and environmental aspects of eating and food.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.1. Recognizes and adjusts food and nutrition services to reflect a client-centered approach related to psychological and social needs in order to meet the needs of individuals, communities and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.2. Differentiates psychiatric disorders and articulates the impact on health and wellness, and nutritional status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.3. Creates program models and activities that maximize sustainability (food and water waste, reusable/biodegradable items, local and global produce sourcing, and access to food).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.4. Analyzes the environmental factors that may affect services and access to services and adequate nutrition (economical, individual mobility, pollution, urban versus rural, social- service systems).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6.5. Applies psychological theories and principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Yes

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Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.7. Integrates the principles of cultural competence within own practice and when directing services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.1. Demonstrates knowledge of the cultural competence models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.2. Applies knowledge of foods, cultural foods, eating patterns and food trends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.3. Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients and nutrition and dietetics professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.4. Identifies and implements strategies to address cultural biases and differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.5. Applies culturally sensitive approaches and communication skills (gender, transgender, religion, cultural clothing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7.6. Develops self-awareness of one’s own personal beliefs, values and biases to better serve clients of different cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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- 1. Not Important
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The competency and performance indicators listed above are clearly worded.

Yes

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**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.8. Applies knowledge of pharmacology, and integrative and functional therapy to recommend, prescribe and administer nutrition related therapy.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.1. Identifies the classifications of pharmacological agents and the action of the body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.2. Demonstrates understanding of pharmacokinetics (absorption, clearance, drug metabolism, latency period, drug accumulation, half-life, routes of administration).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.3. Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions or interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.4. Describes the clinical use of specific nutrition-related therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.5. Critically evaluates evidence-based literature and resources related to integrative and functional therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.8.6. Identifies the purpose, risks, disadvantages and contraindications of commonly used therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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- 1. Not Important
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The competency and performance indicators listed above are clearly worded.

Yes

No

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Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meets the need of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.9. Applies knowledge of math and statistics.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.1. Chooses appropriate statistical methods and applies them in various data-analysis situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.2. Performs statistical analysis and interprets results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.3. Applies statistical concepts in interpretation of nutrition-related data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.4. Performs data analysis using various statistical software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.5. Communicates statistical methods and results both orally and in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.9.6. Applies mathematical concepts and problem solving in nutrition-and food-related activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.10. Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10.1. Interprets and communicates medical terminology to non-health professional audiences (e.g. laboratory test, disease states, diagnosis terminology).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10.2. Uses acceptable medical abbreviations and appropriate medical terminology in oral and written (including electronic medical records) communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10.3. Demonstrates understanding of common terms used by other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.11. Demonstrates knowledge of food preparation and techniques.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.1. Understands appropriate cooking skills and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.2. Demonstrates understanding of safe work habits, safety hazards and employs preventive safety measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.3. Exercises consistent portion-control skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.4. Converts recipes and ingredients based on customer preferences or dietary needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.5. Reads and follows recipes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11.6. Ensures foods are aesthetically pleasing, appealing and tasteful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.12. Applies technology in the decision-making process.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.1. Analyzes data derived from electronic media to make best decisions related to nutrition and diet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.2. Evaluates accuracy and reliability when accessing and evaluating health information online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.3. Designs and operates nutrition informatics systems in practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.4. Analyzes electronic databases to obtain information and evaluate credible sources in decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12.5. Proficiently uses new hardware, software and technology to enhance practice and client care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 1: Foundational Knowledge**  
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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.13. Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life cycle.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.1. Analyzes, integrates, and communicates nutritional requirements related to all stages of the life cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.2. Identifies factors that are normal and abnormal within the life cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.3. Explains the impact of exercise and physical activity on nutrition needs throughout the life cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.4. Teaches the benefits of exercise at all stages of the life cycle to individuals, groups and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13.5. Explains and takes into consideration how nutrients, supplements and hydration influence physical activity and wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
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Type here

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Yes

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**Unit 1: Foundational Knowledge**  
**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, organizations and populations.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.14. Applies knowledge of health promotion and prevention for individuals, groups and populations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.1. Recognizes and communicates the cause of disease and threats to the health of individuals, groups and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.2. Identifies and implements risk-reduction strategies for individuals, groups and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.3. Prioritizes dimensions of wellness (e.g. physical, intellectual, emotional, social, spiritual, environmental, lifestyle, financial).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.4. Interprets the impact of demographic and socio-economic factors and ecological issues on well-being of individuals, groups and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.5. Examines the influences of society, media, culture and peer pressure on wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.6. Designs food and nutrition activities for various audiences considering the demographics, lifestyle risk factors, epidemiology, socio-psychological and socio-economic factors and ecological issues to promote wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.7. Educates individuals, groups and communities on the effects of nutrient deficiencies and toxicities as well as environmental and chemical agents on health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14.8. Applies change behaviors theories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>1.15. Gains a foundational knowledge on global health issues and nutritional needs.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.15.1. Examines the trends and current issues that impact public health, from existing, new and re-emerging diseases that spread through immigration, travel and global trade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.15.2. Examines the impact of global food supply and sustainability, and related factors (e.g. exporting, environmental issues/climate changes, disasters and disease).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.15.3. Examines how globalizing processes impact nutrition, nutrition education and nutrition-related diseases in developing countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.15.4. Analyzes public policies, investigates and challenges socio-political and socio-economic motivations to inform and shape policy briefs, short commentaries and longer papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.15.5. Demonstrates how policy development skills steer projects related to global nutrition programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 2: Client (Customer) Services**  
**Applies and integrates patient/client-centered principles and competent nutrition and dietetics practice to ensure positive outcomes, in all environments.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>2.1. Creates a framework to assess, develop, implement and evaluate products, programs and services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.1. Develops a framework to support the assessment, development, implementation and evaluation of the product, program or service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.2. Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding products, programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.3. Conducts feasibility studies to determine validity and need for programs, services or products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.4. Identifies and collaborates with stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.5. Designs products, programs or services that promote consumer health, wellness and lifestyle management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.6. Creates a work plan or project plan to implement programs and services or launch product.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.7. Implements activities to ensure program, product or service goals are met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.8. Develops strategies to evaluate effectiveness of program, product or service by analyzing reasons for variance from expected outcomes, and implements new strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>2.2. Selects, develops or implements nutritional status screening tools for individuals, groups or populations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.1. Selects or develops nutrition and activity screening tools, taking into consideration all client factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.2. Evaluates the validity and reliability and modifies the nutrition screening tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.3. Identifies appropriate resources needed to complete nutrition screening.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.4. Implements screening tools in collaboration with other health professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.5. Determines the appropriateness of the service (e.g. complexity of the patient, environment supports and personal competence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2.6. Determines the appropriate referral needs or services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Assessment: 2.3. Utilizes the nutrition-care process with individuals, groups or population to manage complex health needs and comprehensive systems in all practice settings.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.1. Conducts a focused physical and nutrition assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.2. Takes a food- and nutrition-related medical history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.3. Assesses physical activity and history of physical activity and exercise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.4. Collects, assesses and interprets anthropometric measures (weight, height, blood pressure) and body composition (e.g. functional status, muscle and subcutaneous fat).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.5. Orders, collects, analyzes and interprets laboratory tests (e.g. urinalysis, capillary blood glucose levels).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.6. Interprets diagnostic test results relevant to nutrition (e.g. fluoroscopy, swallowing assessment, enteral feeding-tube placement).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.7. Identifies signs and symptoms of nutrient deficiencies or excesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.8. Determines barriers that might influence a patient’s nutritional status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.9. Determines accuracy and currency of assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Nutrition Diagnosis: 2.3. Utilizes the nutrition-care process with individuals, groups or population to manage complex health needs and comprehensive systems in all practice settings..</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.10. Analyzes and synthesizes assessment data to inform nutrition diagnosis(es) and plan of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.11. Identifies the appropriate validated formula and performs calculations to determine nutritional requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.12. Creates PES (problem, etiology and sign/symptom) statement and outlines reasons for professional opinion (cause and contributing factors).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.13. Prioritizes the nutrition diagnosis(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.14. Determines the need to consult and transfer care to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Intervention (Planning and Monitoring): 2.3. Utilizes the nutrition-care process with individuals, groups or population to manage complex health needs and comprehensive systems in all practice settings.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.15. In collaboration with the patient/client and team members develops an individualized plan of care that addresses nutritional care needs, diagnosis and client goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.16. Orders nutrition prescriptions to address nutritional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.17. Implements or facilitates the implementation of the plan of care or intervention with the patient and other team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Evaluation: 2.3. Utilizes the nutrition-care process with individuals, groups or population to manage complex health needs and comprehensive systems in all practice settings.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.18. Monitors and evaluates problems, etiology, signs and symptoms and impact of intervention on the nutrition diagnosis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.19. Develops and applies nutrition-care outcome indicators to measure intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.20. Assesses patient's understanding and compliance with nutrition intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.21. Identifies barriers to meeting goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.22. Summarizes impact of the sum of all interventions on overall client outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.23. Identifies and analyzes reasons for deviation from expected outcomes for a given nutrition intervention for client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.24. Makes modifications to the plan of care or intervention and communicates changes to patient and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.25. Evaluates health systems to ensure appropriateness of services, access to care and goals are met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 2: Client (Customer) Services**  
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Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Documentation: 2.3: Utilizes the nutrition-care process with individuals, groups or population to manage complex health needs and comprehensive systems in all practice settings.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.26. Documents all elements of the nutrition care process following professional standards and organizational policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.27. Follows coding and billing procedures and policies for nutrition and dietetics services to obtain reimbursement from public and private insurers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Medical Nutrition Therapy: 2.4. Performs or coordinates nutritional interventions for all individuals, groups and populations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.1. Manages medical nutrition therapy for client's whose health needs are less-complex to highly complex in variety of settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.2. Applies and integrates understanding of foundational sciences to manage medical nutrition therapy (diet and disease management, weight management, cardiac health, diabetes, oncology).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.3. Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral, and parental nutrition supplements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.4. Considers and applies knowledge of nutritional impact, indications, side effects, contraindications, benefits, alternatives and foundational sciences when recommending the use of nutritional supplements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.5. Transfers care to physician or relevant professional when patient needs or required intervention are beyond personal or professional scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Education: 2.4. Performs or coordinates nutritional interventions for all individuals, groups and populations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.6. Applies education theories (adult learning, pedagogy) and education principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.7. Assesses audience’s readiness to learn and identifies barriers to learning, including patient and environmental factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.8. Modifies education material or delivery method to meet the needs of the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.9. Develops and provides evidence-informed wellness and therapeutic-diet education to variety of audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.10. Translates basic to advance food and nutrition-science knowledge into understandable language tailored to the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.11. Communicates complex nutrition information to broad and diverse audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.12. Evaluates effectiveness of education and makes modifications as required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 2: Client (Customer) Services**  
**Applies and integrates patient/client-centered principles and competent nutrition and dietetics practice to ensure positive outcomes, in all environments.**

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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Coaching, Counseling and Psychotherapy:</b> <b>2.4. Performs or coordinates nutritional interventions for all individuals, groups and populations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.13. Assesses patient's needs and appropriateness for the recommended counseling or therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.14. Applies counseling principles when providing individualized or group sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.15. Demonstrates knowledge and applies the evidence for the relevance and effectiveness of the interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.16. Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.17. Demonstrates understanding of transference and counter-transference in the therapeutic relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.18. Demonstrates awareness of various appropriate psychotherapy methods and counseling techniques (e.g. cognitive therapy, behavior modification, motivational interviewing) and theories relevant to nutrition and dietetics (eating disorders, weight management).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.19. Evaluates effectiveness of the counseling or therapy and makes modifications as required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4.20. Refers to other professionals when counseling, therapy or client's mental health issues are beyond personal or professional scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Do the performance indicators clearly represent the competency?

Yes  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 2: Client (Customer) Services**  
**Applies and integrates patient/client-centered principles and competent nutrition and dietetics practice to ensure positive outcomes, in all environments.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>2.5. Prescribes or recommends nutrition-related drugs, supplements, nutrition integrative and functional therapy.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.1. Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.2. Demonstrates awareness of alternative and complementary therapy and drug interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.3. Assesses client factors (age, current health status, allergies, weight) and disease state (reduced hepatic function, cognitive level) to determine the clinical indication for the drug or supplement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.4. Considers client factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing or administering nutrition-related drug therapy (e.g. adjusting insulin dosages, statins, phosphate binders, pancreatic enzymes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.5. Critically analyzes the potential negative effects of the therapy or supplement and determines the required knowledge, skill and judgment required to manage any negative outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.6. Prescribes or administers nutrition supplements (vitamins, minerals, meal replacements, parenteral nutrition) based on assessment data while adhering to the professional standards and evidence-informed practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.7. Applies the standard of practice, legislation, organizational policies and evidence-informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

organizational policies and evidence-informed practices for prescribing.

1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
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2.5.8. Applies the principles of safe drug administration (e.g. right patient, drug, route, dose and time).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.9. Monitors the response and the effects of the drug, supplement or therapy on the individual and takes the required action to make modifications or adjustments as required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5.10. Consults and refers client to another professional when client needs are beyond personal or professional scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Importance to the Public

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes
  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 3: Food Systems Management**  
**Applies food system principles and management skills to ensure safe and efficient delivery of food and water.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.1. Oversees the production and distribution of quantity and quality food products.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.1. Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.2. Analyzes the workflow design and makes recommendations for modifications or approves for implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.3. Communicates the organization’s mission and how work activities impact the clients and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.4. Establishes and analyzes policies and performance measures for quality and quantity of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.5. Implements systems to ensure and report on local, state and federal (external standards and regulations) compliance including data collection, reporting and analysis of data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.6. Directs and analyzes the evaluation of foodservice production and services to inform change, budget, resources and department or corporate direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.7. Establishes a culture that is ethical and free of safety and health hazards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1.8. Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 3: Food Systems Management**  
**Applies food system principles and management skills to ensure safe and efficient delivery of food and water.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.2. Oversees the purchasing, receipt and storage of products used in food production and services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.1. Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.2. Applies ethical decision making to determine the need for reduction or increase in resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.3. Advocates for the areas within the foodservice operation that could benefit from internal or external professional relations and agreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.4. Acts as a departmental and organizational liaison between contractual parties involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.5. Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.6. Applies the principles of the process of receiving and storing products, demonstrating adherence to food safety code guidelines and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2.7. Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 3: Food Systems Management**  
**Applies food system principles and management skills to ensure safe and efficient delivery of food and water.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.3. Applies principles of food safety and sanitation to the production and service of food.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.1. Maintains currency in and follows the applicable legislation and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.2. Monitors staff compliance with laws, policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.3. Incorporates the required safety and health policies and procedures in the organization’s mission and policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.4. Identifies local and global vulnerabilities in the food supply chain as it relates to bioterrorism, natural disasters and food contamination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.5. Ensures systems are in place to encourage compliance with health and safety requirements and infection control measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3.6. Develops and facilitates the implementation of an emergency preparedness plan and distribution of services pertaining to foodservice operations and feeding programs, local, state, global.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 3: Food Systems Management**  
**Applies food system principles and management skills to ensure safe and efficient delivery of food and water.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>3.4. Applies and demonstrates an understanding of agricultural practices, food technology and processes.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.1. Has a working knowledge of different agricultural food production systems (including organic, conventional, rotational) and related terminology and concepts, including potential nutritional impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.2. Understands the local and global food markets and applicable regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4.3. Identifies and supports partnerships with local and global food growers and producers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

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Please provide an example of how the competency can be demonstrated.

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Type here

**Unit 4: Community and Population Health Nutrition**  
**Applies community and population health theories to address nutrition and global health and wellness.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>4.1. Assesses, plans, develops, implements and evaluates community, population and global programs to improve the nutritional health of vulnerable populations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.1. Demonstrates knowledge of public health, health-promotion, population health principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2. Analyzes and evaluates population and global policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3. Recognizes how health determinates (biological, social, cultural, economic and physical) influence the health and well-being of a specific population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.4. Develops, conducts and facilitates a community, population based assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5. Engages in consultation activities with partners in addressing public health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6. Identifies and documents epidemiological findings, health disparities, political interests, impacts of health determinants, availability of resources, accessibility, and program goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.7. Identifies the resources and partners needed for sustainability of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.8. Considers the assessment data and potential strengths, benefits, constraints and limitations when developing the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.9. Develops the program addressing the needs of the group, community or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.10. Implements program plan applying project management skills and adhering to public health policies and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.11. Collects nutrition surveillance and global	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.1.11. Collects nutrition surveillance and global health and safety data and evaluates the program using measure indicators and outcomes.

1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.1.12. Engages in research activities to further nutrition knowledge and population health practice.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.1.13. Follows an established framework to analyze nutrition health and food related policy which includes consideration of stakeholders, pressure groups, values, institutions and the media.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.1.14. Communicates evaluation findings, outcomes, recommendations and research findings to stakeholders to promote change and substantiate program.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.1.15. Consider the factors that impact food availability (seasonal, accessibility, affordability, geographical location) within the social determinants of health.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### Importance to the Public

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

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Yes	No
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Type here

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Type here

Please provide an example of how the competency can be demonstrated.

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Type here

**Unit 4: Community and Population Health Nutrition**  
**Applies community and population health theories to address nutrition and global health and wellness.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>4.2. Identifies community, population, global, environmental and public health hazards, and participates in or coordinates the management of the situation.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.1. Maintains knowledge of current environmental, food safety and nutrition issues at a community, population and global level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2. Investigates and analyzes key factors that impact nutrition (e.g. environmental, economical, political, public health issue, disease).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3. Imparts expertise in nutrition, food safety and sustainability to key stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.4. Recommends strategies and coordinates programs for preventing or minimizing related nutrition and food safety issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 4: Community and Population Health Nutrition**  
**Applies community and population health theories to address nutrition and global health and wellness.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>4.3. Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.1. Interprets legal terminology used to establish nutrition regulations and policies for populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.2. Cites legal references using appropriate legal form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.3. Navigates governmental, intergovernmental and nongovernmental organizations to promote proclamations of legislation and regulations that address public, population and global nutrition health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.4. Identifies and prioritizes health disparities and security contributing to community, population and global nutrition health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.5. Uses a various tools to formulate and advocate for legislative and policy changes to impact nutrition and health policies at all government levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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Type here

**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.1. Demonstrates leadership skill to guide practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.1. Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.2. Demonstrates understanding of social situations and dynamics, and ability to operate effectively in a variety of social environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.3. Communicates at the appropriate emotional level, understands emotions and emotional situations, and is in tune with one’s own emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.4. Develops interpersonal skills by becoming an active listener and having strong conversational and speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.5. Sees others’ perspectives and is open to and considers others’ points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

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**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Planning: 5.2. Applies principles of organization management .</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.1. Develops plans (e.g. operational, strategic, business, start-up plans) including budget (revenue and expense management), inventory control, labor and regular daily tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.2. Aligns plans (e.g. operational, strategic, business, start-up plans) with the organizational strategic plan, mission and vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Organizing: 5.2. Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.3. Assigns and manages responsibilities to various team members according to skill, labor hours, scope of practice and personal competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.4. Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.5. Demonstrates an understanding of how individuals and groups interact within the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.6. Takes into consideration individual and organizational culture and behaviors (e.g. diversities, strengths and limitations within groups) when planning and managing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Management: 5.2. Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.7. Applies understanding of psychological and sociological perspectives when managing staff and engaging in human resource activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.8. Engages in, manages or leads human resource activities, adhering to applicable legislation and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.9. Integrates change management theories and conflict resolution skills to manage and promote positive change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.10. Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.11. Understands and respects roles and responsibilities of inter-professional team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes

No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

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We welcome additional comments.

Type here

**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Controls: 5.2. Applies principles of organization management .</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.12. Collects, understands and analyzes financial data to support fiscally responsible decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.13. Conducts cost effectiveness and cost-benefit analyses to identify ways to meet budget priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.14. Analyzes components of a productivity system including units of service and work hours and makes recommendations. Sets controls to analyze the progress and effectiveness of the operational plan and budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.15. Collects and analyzes data to evaluate outcomes and to determine if established goals and objectives are met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.16. Re-evaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

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**Unit 5: Leadership, Business, Management and Organization**  
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Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Time Management: 5.2. Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.17. Applies principles of time management to monitor and enhance personal productivity and productivity of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.18. Prioritizes activities to effectively manage time and workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>Motivation and Recognition: 5.2. Applies principles of organization management.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.19. Promotes team involvement and values the skills of each member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.20. Models behaviors that maximize group participation by consulting, listening and communicating clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.21. Takes innovative approaches to build, support and maintain a diverse workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.22. Coaches and advises team leaders on resolving differences or dealing with conflict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.3. Applies project management principles to achieve the project goals and objectives.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.1. Leads the development and completion of a project plan and budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.2. Identifies the project strengths, weakness, opportunities and threats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.3. Identifies and manages potential and real risks to the plan, individuals or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.4. Conducts regular reviews to note strengths and opportunities for improvement, and to implement adjusted actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 5: Leadership, Business, Management and Organization**  
**Demonstrates leadership, business and management principles to guide practice and achieve operational goals**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.4. Leads quality improvement activities to measure, evaluate and improve a program, services, products and initiatives.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.1. Identifies and communicates quality improvement indicators (benchmarks) using evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.2. Develops quality improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.3. Develops, implements and communicates a quality improvement action plan for further improvement and monitors impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.4. Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.5. Applies change management theories and principles to effectively implement change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 5: Leadership, Business, Management and Organization**  
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Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>5.5. Develops and implements risk-management strategies and programs.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.1. Assesses potential and real risks to an individual, group and/or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.2. Identifies and takes action to manage, reduce and/or eliminate risk to self, others and the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.3. Develops risk management plans and protocols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 6: Critical Thinking, Research and Evidence-Informed Practice**  
**Integrates evidence-based practice, research principles, and critical thinking into practice**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>6.1. Incorporates critical thinking skills in managing more complex situations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1.1. Identifies how critical thinking allows for consideration of multiple factors when problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1.2. Incorporates the thought process used in critical thinking models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1.3. Engages in reflective practice to promote change and continuous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 6: Critical Thinking, Research and Evidence-Informed Practice**  
**Integrates evidence-based practice, research principles, and critical thinking into practice**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>6.2. Applies scientific methods utilizing ethical research practices, when reviewing, evaluating and conducting research.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.1. Identifies, explains and applies the steps of the scientific method and processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.2. Articulates a clear research question or problem and formulates a hypothesis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.3. Identifies and demonstrates appropriate research methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.4. Interprets and applies research ethics and responsible conduct in research (e.g. human subject’s protection, biosafety, management of hazardous materials, animal research).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.5. Collects and retrieves data using a variety of techniques and technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.6. Analyzes research data using appropriate methods (qualitative, quantitative, or mixed).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.7. Formulates a professional opinion based on the research findings, evidence-informed practice and experiential learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2.8. Translates and communicates research, findings and conclusions through a variety of media to a wide range of audiences, tailoring messaging appropriate to the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 6: Critical Thinking, Research and Evidence-Informed Practice**  
**Integrates evidence-based practice, research principles, and critical thinking into practice**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>6.3. Applies current research and evidence-based practice to services.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.1. Use resources (e.g. Evidence Analysis Library, ASPEN and Cochrane business journals, profession specific journals, government agency website, World Health Organization [WHO]) to find accurate and current research and evidence-based literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.2. Uses research terminology when communicating with others and publishing research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.3. Critically examines and interprets current research and evidence-based practice findings to determine the validity, reliability and credibility of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.4. Integrates current research and evidence-based practice findings into delivery of safe and effective nutrition care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3.5. Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 7: Professionalism**  
**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>7.1. Demonstrates ethical behaviors becoming to the profession.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.1. Demonstrates honesty and integrity, and behaves in a trustworthy, transparent, respectful and non-judgmental manner toward clients and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.2. Understands governance of nutrition and dietetics practice as outlined in documents such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.3. Accepts responsibility and accountability for own actions and decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.4. Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.5. Understands the impact of the therapeutic relationship on services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.6. Applies client-centered principles to all activities and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.7. Recognizes and maintains professional boundaries with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.8. Analyzes the impact of one’s own professional behaviors, values, beliefs and actions on others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.9. Develops advertising materials that are accurate, truthful and evidence-informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.10. Applies principles of the informed-consent process prior to engaging a client in services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.11. Advocates for and takes action to ensure others demonstrate professional responsibilities and ethical behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
7.1.12. Applies principles of the informed-consent process to ensure the client is capable of accepting or refusing services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.13. Applies client-centered principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1.14. Recognizes and manages ethical dilemma and supports ethical decision making with team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Importance to the Public

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

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**Unit 7: Professionalism**  
**Assumes professional responsibilities to provide safe, ethical and effective nutrition services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>7.2. Engages in self-reflective practice activities to develop and demonstrate social and emotional intelligence to maintain ongoing competence and professional behaviors.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.1. Demonstrates continuous self-awareness by critically evaluating one’s knowledge, skill and judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.2. Takes into consideration experiential learning and incorporates changes in practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.3. Obtains feedback and demonstrates a willingness to consider opinions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.4. Engages in a self-assessment of own practice, knowledge, skill and judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.5. Develops personal learning goals and objectives, and identifies activities to meet these goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2.6. Incorporates learning to ensure safe, ethical and competent care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 7: Professionalism**  
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	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>7.3. Adheres to and advocates for legislation, regulations and standards of practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3.1. Adheres to confidentiality and privacy legislation, practice standards and organization’s policies regarding client information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3.2. Demonstrates awareness of all mandatory reporting obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3.3. Works within the legislated scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3.4. Obtains consent for the collection, use, sharing, storage and release of personal information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Unit 8: Communication, Collaboration and Advocacy**  
**Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>8.1. Applies effective communication skills and techniques to achieve desired goals and outcomes.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.1. Fosters open, honest, clear and ethical communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.2. Observes nonverbal cues and responds appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.3. Communicates clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.4. Selects mode of communication appropriate to the messaging to meet the needs of the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.5. Identifies and addresses barriers to communication (e.g. literacy, cultural issues, lack of understanding, physical distractions, fear).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.6. Adapts communication style to meet needs of diverse individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.7. Uses effective oral communication skills to deliver information in a respectful thoughtful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.8. Writes clearly, concisely and professionally using correct spelling and grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.9. Uses active listening techniques (encouraging, clarifying, restating, paraphrasing, reflecting, summarizing, validating, observing nonverbal cues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.10. Interprets and responds to nonverbal communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.11. Utilizes technology competently, ethically and efficiently to support delivery of services and products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.12. Understands and applies media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

communication principles (including presenting with poise, developing key points, conveying scientific accuracy, translating to consumer language).	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
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8.1.13. Documents all client encounters following the standards of the profession and organizational policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.14. Ensures timely, clear and accurate documentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.15. Demonstrates proficient use of computer systems and software relevant to nutrition and dietetics practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1.16. Analyzes communications from others to inform opinions and impressions, gain knowledge and promote change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Importance to the Public

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes
  No

If no, list the performance indicator(s) that does not belong?



Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 8: Communication, Collaboration and Advocacy**  
**Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>8.2. Works with and facilitates intra- and inter-professional collaboration and teamwork.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.1. Demonstrates networking skills to build liaisons with internal and external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.2. Seeks others opinions, consultation and refers to other professionals when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.3. Networks with internal, community, state, national and global professional groups and organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.4. Demonstrates understanding of meeting-management principles by effectively facilitating meetings and group activities to achieve goals within time frames (e.g. redirecting, focusing, and ensuring equal participation and building consensus).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.5. Demonstrates knowledge of the inter-professional team members' scope of practice and competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.6. Supports others in meeting their professional obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.7. Functions as member of the inter-professional team to support a collaborative, client-centered approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2.8. Understands the mentoring role and seeks opportunities to engage in mentoring or precepting others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed

competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

**Unit 8: Communication, Collaboration and Advocacy**  
**Uses effective communication with others to achieve common goals and enhance relationships in the provision of nutrition and dietetics services.**

Rate the level of importance for future practice that a nutrition and dietetics graduate demonstrate the competency and performance indicators listed.

	1. Not Important for future practice	2. Minor Importance for future practice	3. Important for future practice	4. Critical for future practice
<b>8.3. Demonstrates advocacy skills to promote awareness and required change.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3.1. Advocates for the profession by communicating to others the role, scope of practice and areas of expertise of the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3.2. Participates in advocacy activities to change or promote new legislation and regulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Importance to the Public**

To ensure the public has access to needed services, rate how important it is that future nutrition and dietetics professionals demonstrate the above listed competency and set of performance indicators.

- 1. Not Important
- 2. Minor importance
- 3. Important
- 4. Critically important

The competency and performance indicators listed above are clearly worded.

Yes
  No

If no, please suggest alternative wording.

Type here

Do the performance indicators clearly represent the competency?

Yes
  No

If no, list the performance indicator(s) that does not belong?

Type here

Please provide an example of how the competency can be demonstrated.

Type here

We welcome additional comments.

Type here

### Certificate of Completion

If you are an NDTR or RDN, would you like to receive a certificate of CPE credit for completing this questionnaire?

Yes, provide email address to send the certificate

Type here

No

Not Applicable, I am not an NDTR or RDN

Would you like to be entered into the prize drawing for one of 32 prizes that include electronic tablets, Fitbit wrist bands, and gift cards ranging from \$5 to \$50?

Yes, provide email address to notify you if you are a prize winner.

Type here

No

## Bachelor Degree Survey and Associate Degree Survey

ACEND has additional surveys to gather input on the bachelor and associate degree level competencies. You may choose to complete one of these surveys by clicking on the link of your choice.

- [Bachelor Degree Survey](#)
- [Associate Degree Survey](#)

Thank you very much for taking time to provide your valuable input to ACEND.

Survey Software powered by FluidSurveys

 A SurveyMonkey Company.