

Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners

February, 2015
Updated: July, 2015
Updated: August, 2015
Updated: January, 2017

Updated: March, 2017
Updated: November, 2017
Updated: August, 2018

Focus: Development of Practice Illustrations for Competencies

- [Practice Illustrations for Associate Degree Competencies](#)
- [Practice Illustrations for Bachelor Degree Competencies](#)
- [Practice Illustrations for Graduate Degree Competencies](#)
- [Appendix A Associate Degree Questionnaire Spring 2016](#)
- [Appendix B Bachelor's Degree Questionnaire Spring 2016](#)
- [Appendix C Master's Degree Questionnaire Spring 2016](#)

DEVELOPMENT OF PRACTICE ILLUSTRATIONS FOR COMPETENCIES IN THE FUTURE EDUCATION MODEL ASSOCIATE, BACHELOR'S AND GRADUATE DEGREE PROGRAMS IN NUTRITION AND DIETETICS

By Leanne Worsfold

PURPOSE

The purpose of this project was to develop practice illustrations (examples to illustrate day-to-day performance of competencies) for each of the competencies that had been developed for the Future Education Model associate, bachelor's and graduate degree programs.

METHOD

ACEND® contracted with consultant, Leanne Worsfold, to lead the development of the practice illustrations using data collected in an online survey and then reviewed and finalized in focus groups. The project was conducted from spring 2016 through spring 2017 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.

Online Survey

The online questionnaire, conducted in spring 2016, that was used to collect information on proposed competencies and performance indicators (Appendixes A-C) also included open-ended questions asking respondents to provide examples of how each competency could be demonstrated in practice. 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 and provide practice examples.

Focus Groups

Several focus groups were conducted in the spring of 2017 to review and finalize practice illustrations for each of the competencies. Consultant Worsfold compiled the practice illustrations provided by respondents to the online survey and categorized them under the appropriate competency.

Focus group members were sent the practice illustrations to review and provide input prior to participating in online focus group sessions. Focus group members were assigned a set of competencies to review and were asked to consider the following when reviewing the practice illustrations for a competency:

- a) Is the illustration below or above the academic expectation for the degree level?
- b) Does the practice illustration clearly align with the competency and indicators?
- c) Is the practice illustration too specific?

Four focus group sessions, each two hours in length, were held. Three reviewers participated in each focus group session. Suggestions for changes, additions and deletions to the practice illustrations were discussed and finalized.

RESULTS

More than 1000 (7% response) individuals responded to the online survey. Demographic characteristics of the respondents is found in Table 1. A total of 242 individuals provided information for the associate degree program, 459 individuals provided ratings for the bachelor's degree and 397 provided ratings for the graduate degree. A total of 12 individuals participated in the online focus group sessions.

Figure 4 shows the addition of the practice illustrations to the competency framework used for the future education model competency development.

Associate degree

The practice illustrations developed for the associate degree competencies are included in Table 2. Each competency had multiple practice illustrations identified.

Bachelor's degree

The practice illustrations developed for the bachelor's degree competencies are included in Table 3. Each competency had multiple practice illustrations identified.

Graduate degree

The practice illustrations developed for the graduate degree competencies are included in Table 4. Each competency had multiple practice illustrations identified.

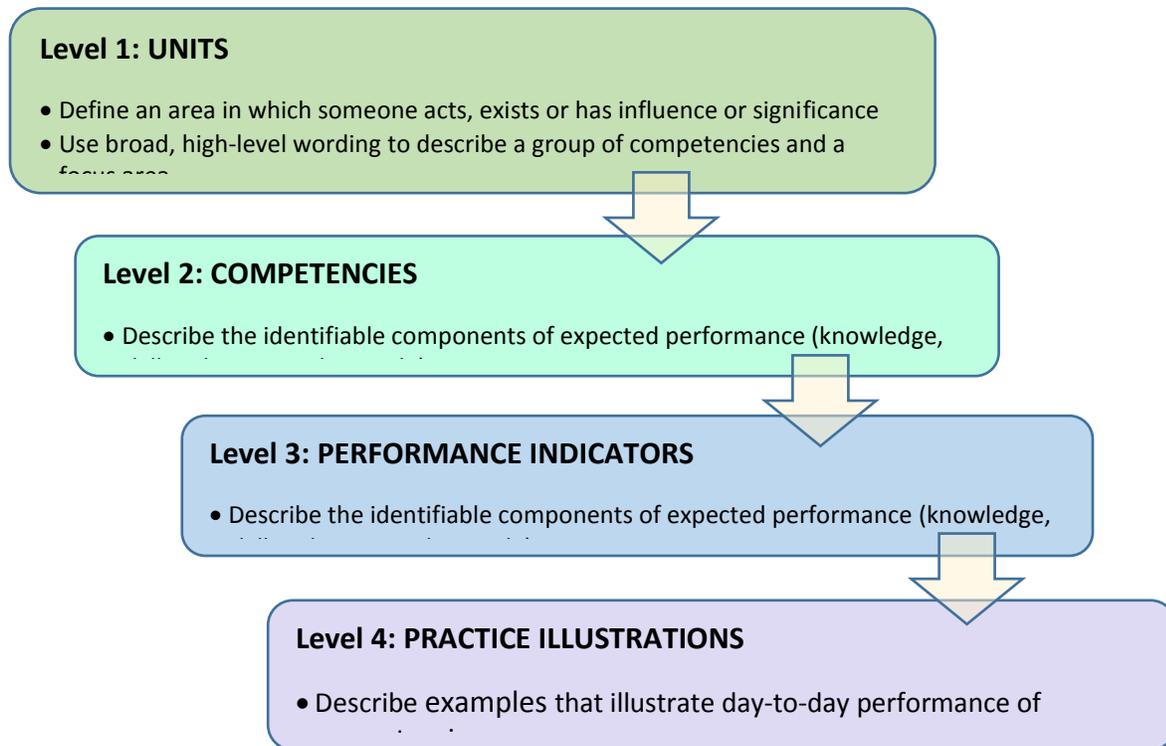


Figure 4: Competency framework for Future Education Model

Table 1. Demographic characteristics of respondents to online survey

| Characteristics | Associate Degree | | Bachelor Degree | | Master Degree | |
|--|------------------|-------|-----------------|-------|---------------|-------|
| | n | % | n | % | n | % |
| Work Setting | | | | | | |
| 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% |
| Role | | | | | | |
| 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% |
| Highest Degree Held | | | | | | |
| 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% |
| Years of Work Experience | | | | | | |
| 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% |
| Region of the Country | | | | | | |
| 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 2: Practice Illustrations for Associate Degree Competencies

| Unit 1 Foundational Knowledge | | |
|---|--|---|
| Applies foundational food and nutrition knowledge to ensure safe, competent and effective services. | | |
| Competencies | Performance Indicators | Practice Illustrations |
| <p>1.1 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 across the life cycle.</p> <p>1.1.2 Incorporates basic knowledge of food and nutrition requirements to provide appropriate services across the life cycle and across disease states.</p> <p>1.1.3 Identifies, assesses and manages potential food safety risks that may impact food and individual's health.</p> <p>1.1.4 Identifies common risks and suggests improvements to basic nutritional risk management plans.</p> <p>1.1.5 Modifies recipes for acceptability and affordability to accommodate cultural diversity and health status in less complex situations and health conditions.</p> <p>1.1.6 Applies knowledge of food insecurity in the provision of community health services.</p> | <ul style="list-style-type: none"> • Identify food safety issues (storage, cooking techniques, eating uncooked foods) when conducting a home visit. • Teach basic food safety principles when preparing and storing foods (e.g. preparing chicken, foods with mayonnaises). • Modify a meal plan incorporating cultural, and economic factors. • Suggest food substitutes (e.g. beans for meat/almond milk for cow's milk) to clients who nutritional needs are well established. • Conduct a nutrition risk assessment using a standardized checklist. • Read and understand nutrition labels. • Review meals plans and identify unhealthy, non-nutritious foods and beverages (e.g. soda/pop, chips, candy, breads). |
| <p>1.2 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> | <ul style="list-style-type: none"> • Communicate the community's and/or client's cultural, economic, social, environmental or ecological difference during team meetings. • Consider the client's economic status when recommending food choices. • Recommend alternative foods choices during grocery shop tours. • Consider the environmental factors (e.g. recent drought, fires, growing conditions, grocery store location) when discussing community needs. • Recommend community services (foodbank, meals-on-wheels, famers market, discount grocery store) when access to food is an identified issue. • Describe major nutrition concerns for a group or community. |

Table 2: Cont.

| Unit 1 Foundational Knowledge (cont.) | | |
|---|---|---|
| Competencies | Performance Indicators | Practice Illustrations |
| 1.2 (cont) | | <ul style="list-style-type: none"> • Modify existing education material incorporating the identified determinants of health relevant to the community or client. <p>Demonstrate understanding of the community risk factors (e.g. personal safety, access to food, lack of community resources) that may impact wellness and food and nutrition.</p> |
| <p>1.3</p> <p>Demonstrates knowledge of wellness strategies that contribute to long term health.</p> | <p>1.3.1 Supports the development and modifications of wellness, physical activity and nutrition programs to meet the needs of the individual, community and organization.</p> <p>1.3.2 Implements wellness activities for various audiences, utilizing agency-approved materials.</p> <p>1.3.3 Promotes nutritional well-being to the community and assists individuals with self-management for the prevention of non-communicable diseases.</p> <p>1.3.4 Summarizes how society, media, culture, social norms and peer pressures influence wellness.</p> | <ul style="list-style-type: none"> • Conduct a search and identify evidence-based literature that supports wellness strategies. • Provide insight into the community needs when an organization, RD or others are developing of a community exercise or food and nutrition program (e.g. average age, accessibility, economic status, impact of the community’s cultural, values and beliefs). • Identify a location for community nutrition and wellness events (e.g. farmers market) • Create marketing materials (e.g. pamphlets, flyers) for a community wellness event. • Participate in nutrition health fairs and deliver education material to schools and community centers. • Administer community feedback surveys and make recommendations based on results. • Promote healthy eating and preventative health measures. • Inform clients on the basic principles of a lifestyle changes and refer to community services (e.g. smoking cessation and exercise programs). • Identify knowledge that when food is prepared well it may impact wellness (e.g. raw or steamed vegetables versus overcooking, under cooked chicken). |

Table 2: cont.

| Unit 1 Foundational Knowledge (cont.) | | |
|--|--|---|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>1.4 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> | <ul style="list-style-type: none"> • Conduct a food preparation demonstration incorporating key food safety and sanitation principles. • Identify food safety risk factors for a client or community service following a predefined checklist. • Apply food safety principles while preparing, serving and storing foods. • Keep abreast of food recalls and identify the importance of taking action. |
| <p>1.5 Demonstrates understanding of public health system.</p> | <p>1.5.1 Identifies appropriate services and refers individuals to public health and health care systems.</p> <p>1.5.2 Promotes nutrition programs and resources within the community.</p> | <ul style="list-style-type: none"> • Identify community resources that support access to food and nutrition and wellness activities (e.g. WIC, meals-on-wheels, online ordering and delivering, foodbank, farmers markets, public health units, social service programs, refuge programs). • Advocate for community resources (foodbank, meals-on-wheels, farmers market, community wellness events, education material). • Create a simple marketing plan and advertising materials for a nutrition program or services. • Advocate for a client who requires access to community services. (e.g. elderly client with limited mobility requires meals-on-wheels, home delivery services etc.). |

Table 2: cont.

| Unit 2: Professionalism | | |
|--|--|---|
| Assumes professional responsibilities to provide safe, ethical and effective nutrition services. | | |
| Competencies | Performance Indicators | Practice Illustrations |
| <p>2.1 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 person-centered principles to all activities and services.</p> <p>2.1.6 Understands the dynamics of the provider-individual relationship.</p> <p>2.1.7 Recognizes, maintains and balances professional boundaries with individuals.</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 an individual in services.</p> | <ul style="list-style-type: none"> • Demonstrate understanding of the legislative scope of practice for RDs, NDTRs and other members of the healthcare team. • Review and describe health and nutrition related ethical dilemmas. • Identify and manage professional boundary issues (e.g. community friendships, receiving and giving gifts from/to clients, social media interactions, sharing personal information). • Refer a client to more advance services or healthcare professional. • Identify the impact of the client's environment (home setting, work setting, community services), the client's occupation (what they do for living and activities of daily living) and client's own personal beliefs, values and needs on the level of care or nutrition care needs. • Reflect on own personal beliefs and values and identify the impact to the services or care. • Engage the client in the informed consent process by ensuring client fully understands the proposed service, and allow the client to ask questions. |
| <p>2.2 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> | <ul style="list-style-type: none"> • Demonstrate understanding of Continuing Competence. • Set SMART goals based on feedback from preceptors, peers and/or clients/patients. • Attend ongoing trainings, seminars and webinars to keep abreast in the field of nutrition and be competent. • Complete a self-assessment of own knowledge, skill and judgment. • Consider and incorporate personal experiences. |

Table 2: cont.

| Unit 2: Professionalism (cont.) | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 2.2 (cont.) | <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> | <ul style="list-style-type: none"> • Demonstrate understanding of mandatory reporting obligations (e.g. child or elderly abuse, professional misconduct). • Accept responsibilities and accountability for own actions and decisions. |
| 2.3 Adheres to legislation, regulations, standards of practice and organizational policies. | <p>2.3.1 Understands legislative scope of practice and the professional ethics for nutrition and dietetics practitioners.</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> | <ul style="list-style-type: none"> • Demonstrate understanding of the legislative scope of practice for RDs and NDTRs. • Identify knowledge and skills that are beyond professions practice expectations. • Identify client care needs that are beyond personal knowledge, skill and judgement • Demonstrate understanding of the Health Insurance Portability and Accountability Act (HIPAA). • Implement day-to-day practices to reduce the risk of unauthorized access to patient confidential information (e.g. password protect computer, ensure secure storage of personal information when traveling or transporting patient files). • Demonstrate understanding of mandatory report obligations (e.g. reports suspect, elderly or child abuse.) • |

Table 2: cont.

| Unit 2: Professionalism (cont.) | | |
|---------------------------------|------------------------|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 2.3 (cont.) | | <ul style="list-style-type: none"> • Understand client’s right to privacy and confidentiality (e.g. does not share client information or situation with others, limits access of information, reports a potential breach). • Maintain client records according to agency policy. |

Table 2: cont.

| Unit 3: Individual and Community Services Applies and integrates person-centered principles supporting access to services, and promotes health and wellness of an individual and community. | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustrations |
| 3.1 Screens basic nutrition status and availability of resources to determine the individual's and community's needs. | 3.1.1 Uses standardized nutrition screening tools to identify the individual's and community's nutritional risks and needs. 3.1.2 Adheres to guidelines, protocols and policies when performing nutrition screening. 3.1.3 Collects data using interviewing skills, observation and available evidence to inform nutrition screening process. 3.1.4 Collects relevant information about the individual's prior function, abilities, nutritional health and environment. 3.1.5 Identifies internal and external environmental factors that may impact the individual's or community's nutrition health outcomes. 3.1.6 Identifies and accesses resources that may enhance the nutritional health and wellness of the individual and community. 3.1.7 Reports findings to support the development of the nutrition plan and to inform individual or community nutrition needs. 3.1.8 Recognizes individual's nutritional health status, symptoms and abilities and refers to others when appropriate. 3.1.9 Determines factors that may influence nutrition intake and nutritional status. 3.1.10 Recognizes nutritional health behaviors and determinants of health attributes that influence food habits and preferences in individuals, groups and communities. | <ul style="list-style-type: none"> • Conduct surveys to support a needs assessment for a community program or service. • Explore the client's personal beliefs, values, food preference through interview and observation. • Collect client weight, height, BP, pulse, heart rate, BMI, health and nutrition health history, food intake. • Note the client physical and environmental limitations when conducting a home assessment. • Identify client and environmental factors that may impact nutrition and food intake (e.g. oral condition, teeth lose, age, illness or health condition, cooking facilities, accessibility to food). • Arrange for a home visit or community service (e.g. social service, meals-on-wheels). • Communicate findings during team meeting using appropriate medical terminology. • Consider and communicate the environmental factors that may impact the success of a community program or service (e.g. location, accessibility, cost, heating and cooling, kitchen facilities). • Recognize signs of malnutrition and chronic health conditions (e.g. diabetes, hypertension, heart failure) that may impact nutrition health or be impacted by food intake. • Understand the life-cycle as it relates to individual health and nutrition needs (e.g. breastfeeding mother, elder population, child/infant) • Identify situations when referral or immediate action is required (e.g. emergency, child malnutrition, suspect health condition, abuse or neglect, scope of practice needs). |

Table 2: cont.

| Unit 3: Individual and Community Services (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>3.2 Contributes to the development, monitoring and modifications of the individual’s plan of care.</p> | <p>3.2.1 Reports nutrition screening data to inform the development of the nutrition plan of care.</p> <p>3.2.2 Accurately communicates individual’s nutritional health status, symptoms and abilities and facilitates appropriate referrals.</p> <p>3.2.3 Communicates cultural and personal nutrition needs of the individual and community to appropriate team members.</p> <p>3.2.4 Supports the individual’s 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 individual and other team members.</p> <p>3.2.6 Monitors and reports an individual’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> | <ul style="list-style-type: none"> • Create a meal plan that is cultural sensitive. • Report client progress during team meeting and in clinical records and reports. • Substitute food appropriate to the client’s needs (e.g. preference, culture, allergies and intolerance). • Present potential client barriers in meeting the established nutrition care plan (e.g. food accessibility, health conditions, finances, physical function, cooking facilities). • Outline to the patient the expectation of the nutrition care plan. |
| <p>3.3 Considers the factors that impact food availability in the community within the social determinants of health.</p> | <p>3.3.1 Uses standardized nutrition educational material templates, forms and protocols in menu planning.</p> <p>3.3.2 Demonstrates basic meal preparation skills applying culinary skills and knowledge of healthy food choices and disease management.</p> <p>3.3.3 Reviews an individual’s 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 individual needs, nutritional requirements, and aesthetic characteristics of foods, following established guidelines.</p> | <ul style="list-style-type: none"> • Consider the availability of neighborhood grocery stores and farmer’s markets. • Substitute food in different meal plans for cost efficient choices. • Substitute meals on menu plans based on the client’s cultural needs, food allergies/tolerance chronic health conditions (e.g. heart failure, diabetes), life-cycle and financial status and food availability, (e.g. growing season, distance to store). |

Table 2: cont.

| Unit 3: Individual and Community Services (cont.) | | |
|---|--|---|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>3.4 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> | <ul style="list-style-type: none"> • Conduct a literature review for meal plans that are evidence-informed literature or created by health organizations and agencies (e.g. American Diabetes Association, American Heart Association, Centers for Disease Control and Prevention). • Adjust a recipe to reduce or modify ingredients (e.g. reduce saturate fat, salt, sugar) to address disease state (e.g. hypertension, heart failure, diabetes), and client limitations (e.g. chewing abilities). • Select and modify education material using evidence-informed literature. |
| <p>3.5 Support program coordination and promotes access to community health 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> | <ul style="list-style-type: none"> • Identify potential stakeholders and resources (e.g. location, funding, staffing) and the role they may plan in coordinating a nutrition program. • Identify and coordinate location for event or program. • Perform tasks associated with the promoting and advertising of services. • Conduct a needs assessment using pre-develop tool or criteria. • Participate in community forms and focus groups. • Conduct feedback surveys and collated data to support the evaluation of the program. |

Table 2: cont.

| Unit 3: Individual and Community Services (cont.) | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>3.6 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 individual or group considering the determinants of health culture and the readiness for change.</p> <p>3.6.2 Selects appropriate evidence-informed materials to meet the needs of the audience.</p> <p>3.6.3 Selects the appropriate delivery method to meet the needs of the audience and overall nutrition goals.</p> <p>3.6.4 Suggests modifications to the materials to ensure cultural acceptance.</p> <p>3.6.5 Evaluates the effectiveness of the nutrition information and education.</p> | <ul style="list-style-type: none"> • Identify evidence-informed literature and already developed education material from local and national organizations and agencies (e.g. ADA, Heart Association, CDC, public health). • Prepare a presentation to a group or individual using evidence-informed and supervisor-approved materials. • Determine the delivery mode (e.g. print, radio, and internet) and method (e.g. pamphlet, poster, in-person session, blog, social media) based on the project scope and target audience attributes (e.g. age, access to technology, culture). • Identify preferred learning style and learning needs or limitations (e.g. language, sight/hearing impaired). • Promote healthy affordable food choices. • Conduct surveys and focus group to evaluate the effectiveness of the information or education. • Confirm client’s understanding of the information (e.g. return demonstration, asking appropriate questions). |

Table 2: cont.

| Unit 4: Cultural Competence Applies cultural principles to guide services and to positively impact nutrition and health behaviors of individuals and the community. | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 4.1 Demonstrates an understanding of the principles of cultural competence. | 4.1.1 Develops an awareness of how cultural differences influence interactions. 4.1.2 Gains a holistic understanding of the individual's and community's needs considering the determinants of health. 4.1.3 Develops self-awareness of personal beliefs, values and biases to better serve individuals from different cultures and backgrounds. 4.1.4 Respects the human rights of individuals and the community. 4.1.5 Takes into consideration the culture of the work setting and the different cultures of the team members. | <ul style="list-style-type: none"> • Undertake a process of reflection on [his or her] own cultural identity and recognizes the impact of [his or her] own culture on [his or her] practice. • Use cultural appropriate wording and visuals when presenting or modifying education materials. • Advocate for alterations to a nutrition care plan that do not meet the client's preferences, cultural, values or beliefs. • Demonstrate knowledge of cultural food patterns (e.g. Jewish dietary laws, hot and cold theory, holiday traditions). • Obtain data that provides information on the community's ethnic background, economic level, annual average household income and education level. • Use Ethnic Food Guide Pyramids when modifying menu plans. • Review the American's with Disabilities Act. • Demonstrate consciousness about and sensitivity toward the way in which social, historical and cultural issues shape clients' values, understandings and practices and, importantly, how these issues need to be considered in the delivery of services. • Identify person bias or personal cultural experiences that heighten stereotyping individuals. • Identify cultural beliefs or religions that may impact the client's food choices or health decisions (e.g. refusal for blood transfusion, no pork, consumption of raw fish). |

Table 2: cont.

| Unit 4: Cultural Competence (cont.) | | |
|---|---|---|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>4.2 Identifies and addresses cultural needs of the individual and community.</p> | <p>4.2.1 Identifies and addresses barriers to implementing culturally competent practices.</p> <p>4.2.2 Identifies strategies for dealing respectfully with individuals whose cultural background or language is different from one's own.</p> <p>4.2.3 Recognizes the importance of social and cultural norms, community wishes and challenges with integration into the community.</p> <p>4.2.4 Modifies services to meet the needs of culturally diverse clients/patients and groups.</p> <p>4.2.5 Promotes delivery of culturally sensitive nutrition care and resources.</p> | <ul style="list-style-type: none"> • Modify education material to support cultural respect and security. • Advocate for services and programs that show cultural respect for the client's needs, values, beliefs and history. • Identify the community's cultural norm and how this culture impact the nutrition and dietetic programs or services. Make recommendations for modification to current programs or services that respect the culture of the clients and the community. |
| <p>4.3 Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community.</p> | <p>4.3.1 Identifies individual's and group's cultural food and eating patterns.</p> <p>4.3.2 Recognizes cultural diversity in food preparation and traditions.</p> <p>4.3.3 Integrates knowledge of cultural foods when practicing culinary skills and when selecting and providing nutrition educational materials.</p> | <ul style="list-style-type: none"> • Identify cultural beliefs or religions that may impact the client's food choices or health decisions (e.g. refusal for blood transfusion, no pork, consumption of raw fish). • Identify a nutrition or food trend by reviewing literature for different mediums (websites/blogs, journals, TV shows). |

Table 2: cont.

| Unit 5: Communication, Collaboration and Advocacy | | |
|---|--|---|
| Applies effective communication techniques to achieve common nutrition health goals. | | |
| Competencies | Performance Indicators | Practice Illustrations |
| <p>5.1 Applies effective written and oral communication skills and techniques.</p> | <p>5.1.1 Communicates clearly and effectively.</p> <p>5.1.2 Identifies and addresses barriers to communication.</p> <p>5.1.3 Selects appropriate mode of communication for specific messaging.</p> <p>5.1.4 Adapts communication style to meet diverse needs of individuals and groups.</p> <p>5.1.5 Writes clearly, concisely and professionally using correct spelling and grammar.</p> <p>5.1.6 Utilizes technology competently, ethically and efficiently to support delivery of services.</p> <p>5.1.7 Documents all individual encounters following the standards of the profession and organizational policies</p> <p>5.1.8 Confirms information is credible and evidence-informed prior to communications.</p> | <ul style="list-style-type: none"> • Develop education materials that are free of spelling and grammatical errors. • Document in client record or in team notes using appropriate terminology. • Request a translator, obtain materials in different languages, provide large print materials, and speak slowly and clearly. • Ensure timely, clear and accurate documentation using correct spelling and grammar. • Demonstrate proficiency with technology and computer skills, including remote communication vehicles (e.g. webinars, email, online portals). • Use electronic medical record to document client services and interactions. |
| <p>5.2 Works collaboratively with 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 individuals 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> | <ul style="list-style-type: none"> • Inform client, the community and other professionals of the associate degree role and the difference between the associate role and the RD/RDN or DTR/NDTR. • Refer the client to an appropriate professional or services following an established criterion, screen tooling or an algorithm. • Demonstrate understanding for team members' role within the client's circle of care or community. • Communicate in a clear, effective and respectful manner. |

Table 2: cont.

| Unit 5: Communication, Collaboration and Advocacy (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 5.2 (cont.) | <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.</p> | <ul style="list-style-type: none"> • Ensure all materials provided to the client and/or community have been preapproved or are endorsed by a creditable government association, agency or organization. • Demonstrate networking skills to build liaisons. |
| 5.3 Advocates for nutrition programs and services for individuals and the community. | <p>5.3.1 Defines and compares various types of community advocacy opportunities.</p> <p>5.3.2 Participates in advocacy-based activities.</p> <p>5.3.3 Identifies and suggests strategies for reaching individuals with limited access to resources.</p> | <ul style="list-style-type: none"> • Identify potential program sponsor for the implementation of a community program or services. • Identify local association and relevant licensing bodies for the profession. |

Table 3: Practice Illustrations for Bachelor’s Degree Competencies

| Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 1.1 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. | <ul style="list-style-type: none"> • Assess client’s/patient’s risk of disease based on family history, lifestyle and their environment. • Take into consideration the individual's backgrounds, genetics when conducting an assessment and developing a nutrition care plan. • Participate in community-based activities to identify environmental, behavioral and genetic factors effecting specific populations. • List environmental risk factors for chronic diseases (e.g. Type 2 Diabetes, allergies). • Identify evidence-based dietary guidance and relate the underlying evidence linking food consumption with disease prevention or development of the disease. • Provide background on the disease state and relationship of how nutrition can play a role in the prevention of disease or how it is utilized in treatment. • Recognize genetic and environmental factors associated with common diseases (e.g. cancers such as prostate or the colon). • Provide education to those who have been diagnosed with common genetic related disease (e.g. hypertension, diabetes, cancer) on nutritional impacts and food consumption choices to minimize disease impact on quality of life. |
| 1.2 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 the human body. 1.2.3 Analyzes the impact of disease state, injury and food on different body systems and functions. | <ul style="list-style-type: none"> • Explain how the organs and physical body structure are impacted by disease and how disease may alter proper function. • Describe basic elements in the digestive process. • Complete a physical assessment for nutrition status. • Understand the medical notes in the clinical setting. |

Table 3: Cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustrations |
| 1.2 (cont.) | | <ul style="list-style-type: none"> • Describe body organs, diseases that affect the organ, role of diet in prevention and treatment of affected organ. • Explain and the impact of food on disease (e.g. irritable bowel syndrome, celiac disease, hypertension). |
| 1.3 Demonstrates an understanding of microbiology related to food and nutrition and food safety. | <p>1.3.1 Applies food safety principles across the life cycle.</p> <p>1.3.2 Applies food safety principles during the flow of food.</p> | <ul style="list-style-type: none"> • Describe microbiology applications in food and nutrition. • Perform kitchen inspections; and identify food safety risks. • Identify risks of various pathogens with inappropriate cooking and storage methods. • Educate clients/patient of food safety principles when preparing and storing foods. • Instruct the dietary staff of the proper handwashing, preparation and storage to prevent food-borne illness. • List the most prevalent food-borne illnesses and how they can most effectively be prevented. • Identify high-risk populations (e.g. clients/patients who are neutropenic). • Apply HACCP understanding in foodservice environment. • Demonstrate how to test food for temperature, calibrate thermometers, clean cutting boards etc. • Identify critical control points in a recipe. |
| 1.4 Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition. | <p>1.4.1 Applies fundamental chemistry and organic chemistry principles to enhance understanding of food.</p> <p>1.4.2 Applies nutritional biochemistry principles to the understanding of human nutrition health.</p> <p>1.4.3 Explains the chemical nature of food and the impact on food quality, acceptability and compatibility.</p> | <ul style="list-style-type: none"> • Adjust recipes based on food science. • Troubleshoot when there is a problem with a food product. • Explain how foods affect metabolism and how this may affect nutrition long-term. • Describe how food is broken down to the chemical components in the body. |

Table 3: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 1.4 (cont.) | | <ul style="list-style-type: none"> • Create education materials that explain the origin of several different foods, how they were grown, and how nutrients or other substances present in them are processed in the body. • Explain the reactions of certain cooking methods on foods. |
| 1.5 Applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology. | <p>1.5.1 Explains ingestion, digestion, absorption, metabolism and excretion of nutrients.</p> <p>1.5.2 Recognizes nutritional biochemical indicators specific to the disease process.</p> <p>1.5.3 Explains the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.</p> <p>1.5.4 Explains the effects of disease, clinical conditions and treatment on nutritional health status.</p> | <ul style="list-style-type: none"> • Understand how diet and food has an impact on disease state and organ function. • Take into consideration laboratory values when screening or conducting a client/patient assessment. |
| 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. | <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> | <ul style="list-style-type: none"> • Identify the client's/patient's social and psychological factors that may impact food intake and nutritional status during the assessment and when developing a nutritional plan of care. • Refer underserved populations to resources to access healthy foods. • Work collaborative with clients/patients from a diverse population both ethnically, culturally, and from a socioeconomic standpoint. • Work with Community Partners, Food Banks, Homeless Programs, Nutritional Care in Behavioral Health. • Explain services available in each community, understand the social needs of individuals and communities and offer appropriate referrals for care. • Identify impact of local food environment and ways to improve it. |

Table 3: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 1.6 (cont.) | | <ul style="list-style-type: none"> • Teach clients/patients and the food service operators how to eliminate foods waste. • Identify key environmental factors that may affect services and/or access to food (economical, individual mobility, pollution, social-service systems). |
| 1.7 Applies the principles of cultural competence within own practice. | <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 awareness of one’s own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.</p> | <ul style="list-style-type: none"> • Undertake a process of reflection on one’s own cultural identity and recognizes the impact of one’s own culture on practice. • Apply cultural competence includes cultural awareness, cultural security, cultural respect and cultural safety. • Incorporate cultural food patterns and preferences (e.g. Jewish dietary laws, hot and cold theory, holiday traditions) into practice (e.g. nutrition care plan, meal planning nutrition counseling, food preparation) • Describe a way of eating that conflicts with one’s personal cultural method (religious, ethnic, etc.). • Understand the family cultural influences and cultural foods. • Understand meal planning, nutritional plan and cooking foods from different cultures. • Consider that culture is beyond ethnical background and includes personal beliefs, values and sexual orientation. • Utilize cultural sensitive and gender neutral language. |
| 1.8 Demonstrates knowledge of food and drug interactions. | <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> | <ul style="list-style-type: none"> • Identify and educate others on food and drug interactions. • Identify common drugs used for the treatment; identify the interaction with food; and list possible solutions to avoid the interaction. |

Table 3: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>1.9 Demonstrates basic knowledge of integrative and functional nutrition</p> | <p>1.9.1 Identifies evidence-based literature and resources related to integrative and functional nutrition.</p> <p>1.9.2 Identifies the purpose, risks, disadvantages and contraindications of commonly used therapies.</p> | <ul style="list-style-type: none"> • Direct client/patient and others to reliable and validate sources of information. • Articulate the role and scope of practice for complementary health providers (e.g. natural path, chiropractor, Chinese medicine) |
| <p>1.10 Demonstrates knowledge of math and statistics.</p> | <p>1.10.1 Understands fundamental statistics concepts and basic application.</p> <p>1.10.2 Demonstrates understanding and applies mathematical concepts, validated formulas and problem solving in nutrition and food-related activities.</p> | <ul style="list-style-type: none"> • Upon reading a scientific report, determine if the results are statistically relevant. • Calculate and apply nutritional requirements. • Measure ingredients and modify recipes • Calculate basic math formulas related to food and nutrition. • Perform calculations to manage budgets (e.g. sum, multiplication, percentage, averages) |
| <p>1.11 Demonstrates knowledge of medical terminology when communicating with individuals.</p> | <p>1.11.1 Communicates with health care professionals using basic medical terminology.</p> <p>1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in oral and written communications.</p> <p>1.11.3 Demonstrates understanding of common terms used by other disciplines.</p> | <ul style="list-style-type: none"> • Read notes prepared by other health professionals. • Communicate effectively with other health professionals • Document nutritional assessment and treatment plan using appropriate terminology. |
| <p>1.12 Demonstrates knowledge of and is able to manage food preparation techniques.</p> | <p>1.12.1 Applies appropriate cooking skills and techniques.</p> <p>1.12.2 Converts recipes and ingredients based on client/patient preferences or dietary needs.</p> <p>1.12.3 Properly operates equipment and common culinary hand tools.</p> <p>1.12.4 Complies with and practices safe work habits, identifies safety hazards and employs preventive safety measures.</p> <p>1.12.5 Applies consistent portion control skills.</p> | <ul style="list-style-type: none"> • Provide nutritional analysis of menus for individuals/food service. • Provide a food demonstration of a recipe and explain nutritional benefits of cooking food in this way. • Apply knowledge of proper food preparation techniques, portion control methods when preparing menus, meal plans, educating others or conducting cooking classes. • Follow recipes to insure consistent quality and taste. • Recipe modification for health impact and recipe sizing adjustment. |

Table 3: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|---|--|---|
| Competencies | Performance Indicators | Practice Illustrations |
| 1.12 (cont.) | <p>1.12.6 Reads and follows recipes.</p> <p>1.12.7 Ensures foods are aesthetically pleasing, appealing and tasteful.</p> | <ul style="list-style-type: none"> • Answer food preparation questions. • Select the appropriate measuring utensils to measure assigned ingredients. |
| 1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process. | <p>1.13.1 Applies nutrition informatics skills in the decision-making process.</p> <p>1.13.2 Describes factors to consider when accessing and evaluating nutritional health information in electronic format.</p> <p>1.13.3 Identifies trends in food and nutrition using health information systems.</p> <p>1.13.4 Uses electronic databases to obtain information.</p> <p>1.13.5 Proficiently uses technology and informatics skills to aggregate data and enhance practice and client/patient care.</p> | <ul style="list-style-type: none"> • Explain how technology can be used to enhance nutrition education or treatment. • Demonstrate a familiarity with the functions of clinical information systems (e.g., computerized provider order entry, results reporting, electronic medical records, report generation and meal ordering). • Use electronic resources to analyze nutrient content and adequacy of specific recipes in an operation. • Use computer programs to produce reports (e.g., allergy report, average length of stay, drug-nutrient interactions, census and staff ratios). • Export data from a system, analyze and make appropriate recommendations and decisions. |
| 1.14 Applies nutrition knowledge in the provision of nutrition care at all stages of the life cycle. | <p>1.14.1 Compares and contrasts nutrition needs of individuals at all stages of the life cycle using validated tools and guidelines.</p> <p>1.14.2 Calculates nutritional needs of individuals based on comparative standards.</p> | <ul style="list-style-type: none"> • Develop and modify menu and meal plans for individuals and groups at each stage across the lifespan. • Create a meal plan for an individual living with a well-controlled and predictable chronic disease (e.g. heart failure, hypertension, diabetes) |
| 1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals and groups. | <p>1.15.1 Determines impact of physical activity and movement on nutritional needs.</p> <p>1.15.2 Compares the relationship between the determinants of health and dimensions of wellness.</p> <p>1.15.3 Applies knowledge of epidemiology related to dimensions of wellness and disease prevention.</p> | <ul style="list-style-type: none"> • Review national and regional nutrition-related statistics and identifies trends. • Educate patients/clients on the positive impact of physical activity. • Identify risks of disease when conducting an assessment for an individual or group. |

Table 3: cont.

| Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. | | |
|--|--|------------------------|
| Competencies | Performance Indicators | Practice Illustrations |
| 1.15 (cont.) | 1.15.4 Recognizes the cause of disease and threats to the health of individuals and groups. 1.15.5 Identifies risk reduction strategies for individuals and groups. 1.15.6 Keeps current about media, culture and peer influences on dimensions of wellness. 1.15.7 Identifies effects of deficiencies and toxicities of nutrients on nutritional health. 1.15.8 Applies behavior change theories for nutritional health promotion and disease prevention. | |

Table 3: cont.

| Unit 2: Client/Patient Services Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes. | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>2.1 Applies a framework to assess, implement and evaluate nutritional program and services in collaboration with others.</p> | <p>2.1.1 Conducts an assessment of the practice setting environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services.</p> <p>2.1.2 Identifies opportunities for nutritional intervention/ improvement.</p> <p>2.1.3 Implements programs or services following predefined designs, plans or models.</p> <p>2.1.4 Evaluates effectiveness of nutritional programs, products or services by analyzing reasons for variance from expected outcomes and implements new strategies, as appropriate.</p> <p>2.1.5 Collaborates with appropriate stakeholders.</p> | <ul style="list-style-type: none"> • Conduct focus groups and administer surveys for a nutrition and diet product or service. • Identify and connect with community resources and services. • Make recommendation for change to the product, program or services based on evaluation data. • Conduct an evaluation analysis and summary results. |
| <p>2.2 Conducts and interprets nutrition screening using validated tools for individuals, groups or targeted populations.</p> | <p>2.2.1 Selects nutrition and activity screening tools taking into consideration all client/patient factors.</p> <p>2.2.2 Compares nutrition screening results with normative references to determine the nutritional risk level of individuals.</p> <p>2.2.3 Determines the appropriate service and referral needs.</p> | <ul style="list-style-type: none"> • Use a variety of validated screening tools individualized to patient needs. • Apply screening tool data and professional judgment to determine referral to other practitioners (RDN, social worker, community program, physician, nurse). • Determine the level of nutrition service needed based on the patient's/client's healthcare needs, predictability of the patient's/client's outcomes and nutritional history. • Provide feedback on the utility of the screen tools to developers. |

Table 3: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>2.3 Conducts a nutrition assessment on individuals with less complex or less acute nutritional health care needs when environmental supports are in place</p> | <p>2.3.1 Interviews client/patient to collect subjective information considering the determinants of health.</p> <p>2.3.2 Collects, assesses and interprets vital signs and anthropometric measures.</p> <p>2.3.3 Collects routine biochemical tests (e.g. capillary blood glucose levels).</p> <p>2.3.4 Identifies abnormal and normal biochemical values and medical test/procedure results.</p> <p>2.3.5 Determines barriers that might influence a client/patient’s nutritional status.</p> <p>2.3.6 Assesses client/patient readiness to learn or to make lifestyle changes.</p> | <ul style="list-style-type: none"> • Conduct an assessment with a client/patient whose health and nutrition status is well-established and condition is stable and outcomes are predictable. • Identify signs and symptoms indicating the client’s/patient’s condition is unstable, or unpredictable- requiring referral or consultation to another health professional (RDN, physician, social worker, nurse). • Collect information related to the health determinates (e.g. social, economic, environmental, values and beliefs, environmental and social supports). • Collect information related to the client’s/patient’s use of pharmacotherapy and dietary supplements. • Identify abnormal biochemical values and diagnostic test results and refer to others to support the development of the nutrition care plan. • Perform calculations to confirm nutritional requirement. |
| <p>2.4 Creates PES (problem, etiology and sign or symptom) statement for less complex, nutritional health care needs when environmental supports are in place to inform the plan of care.</p> | <p>2.4.1 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es).</p> <p>2.4.2 Prioritizes the nutrition diagnosis(es) to inform the plan of care.</p> | <ul style="list-style-type: none"> • Create PES Statement for patients/clients who condition is stable, health and nutrition needs are well-established and longstanding and outcomes are predictable <ul style="list-style-type: none"> • Nutrition Diagnosis term (the nutrition problem) • The Etiology (the cause/s of the problem or Nutrition Diagnosis) • The Signs and Symptoms (the evidence that the nutrition problem or Nutrition Diagnosis exists). |

Table 3: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustration |
| <p>2.5 Recommends and implements interventions in collaboration with the client/patient and other team members, when environmental supports are in place.</p> | <p>2.5.1 Applies principles of medical nutrition therapy for clients/patients whose condition or nutritional status is less complex and nutrition diagnosis and prognosis are clearly established.</p> <p>2.5.2 Applies education theories.</p> <p>2.5.3 Modifies nutrition education materials or delivery methods to meet the needs of the client/patient or group.</p> <p>2.5.4 Transfers nutrition care to RDN or other credentialed <u>health professional</u> when client/patient needs are more complex, when environmental supports change or when client/patient care needs is beyond personal competence or professional scope of practice.</p> <p>2.5.5 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.5.6 Applies coding and billing procedures to assist in obtaining payment for nutrition services under alternate health care payment models when environmental supports are in place.</p> | <ul style="list-style-type: none"> • Recommend and provide basic nutritional interventions (information sharing, education, coaching, referral to resources, meal plan) for patients/clients whose health and nutrition status is well-established (e.g. long-term diabetic, non-acute congestive heart failure, healthy prenatal women) and condition is stable and longstanding and outcomes are predictable. • Determine the availability of services to support access to nutrition care and to help meet client/patient nutrition goals. • Apply adult education theories when modifying or delivering client/patient education to individuals or groups. • Consider the client's/patient's age, literacy level and culture when modifying or delivery education. • Document the assessment process, findings, measurable goals, the agreed upon nutrition care plan (including nutrition intervention), client/patient progress and outcomes. • Demonstrate the billing and coding process. |

Table 3: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>2.6 Monitors and evaluates the impact of the intervention.</p> | <p>2.6.1 Applies standardized nutrition care outcome indicators to measure nutrition interventions.</p> <p>2.6.2 Evaluates client/patient’s compliance with nutrition intervention.</p> <p>2.6.3 Identifies barriers to meeting client/patient’s nutritional goals.</p> <p>2.6.4 Identifies reasons for deviation from expected nutrition outcomes for a given nutrition intervention for client/patient.</p> <p>2.6.5 Makes and implements modifications to the plan of care or nutritional intervention in collaboration with the client/patient and health care team.</p> <p>2.6.6 Summarizes and documents impact of the interventions on overall client/patient’s nutrition outcomes.</p> <p>2.6.7 Transfers nutrition care to RDN or other credentialed health professional when client/patient needs become more complex, when environment support changes or when client/patient care needs is beyond personal competence or professional scope of practice.</p> | <ul style="list-style-type: none"> • Follow pre-defined indicators to monitor progress and outcome of the nutrition care plan. • Identify solutions that positively impact the nutrition care plan and address client/patient needs; and recommend solutions to overcome identified barriers. • Document the monitoring plan; provided client/patient education and their understanding of plan; and progress in meeting goals. |

Table 3: cont.

| Unit 3: Food Systems Management Applies food system principles and management skills to ensure safe and efficient delivery of food and water. | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 3.1 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 Considers opportunities to reduce the environmental impact of foodservice operations and enhance sustainability. 3.1.4 Implements processes to facilitate efficient and effective services. | <ul style="list-style-type: none"> • Conduct an evaluation (using a pre-developed criteria and evaluation tool) of the production and distribution processes; and makes recommendations for improvement. • Review client/patient feedback surveys and make recommendations for modifications based on established benchmarks. • Make recommendations for design modification to a kitchen considering, safety, workflow, productivity, budget etc. • Modify an existing kitchen layout to reduce carbon footprint. • Create a new or modify an existing meal plan, including budget for an individual and small size organization or event. |
| 3.2 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. | <ul style="list-style-type: none"> • Review and understand important terms of contract with suppliers. • Follow required steps for purchasing supplies for the menu. • Conduct a review of the inventory and storage; identify problem issues (e.g. waste, shortage, safety); and make recommendations. • Identify potential local and national foodservices suppliers. • Negotiate new and renewal contracts. • Trace a food product from back dock to serving area, noting Critical Control Points. |

Table 3: cont.

| Unit 3: Food Systems Management (cont.) | | |
|---|--|---|
| Competencies | Performance Indicators | Practice Illustrations |
| 3.3 2 (cont.) | 3.2.8 Manages the relationship between forecasting and production as it pertains to recipe needs and organizational demand. | |
| 3.3 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 safety 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 vulnerabilities in the food supply chain. 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. | <ul style="list-style-type: none"> • Review and compare organizational policies to relevant legislation and guidelines; and identify issues, including non-compliance. • Identify food safety vulnerabilities and violation; and make recommendations to address identified issues (e.g. holding temperatures, reheating temperatures, hair nets, storage, cooling food for leftover, handwashing) • Use food safety and sanitation principles in the inspection of the production and service of food. • Present staff education to encourage compliance with polices, guidelines and legislation; and increase awareness of infection control and prevention measures. • Identify required actions to address food safety recall and damaged products. |
| 3.4 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. | <ul style="list-style-type: none"> • Identify local food products in compliance with applicable regulations, by sourcing local food growers. • Identify the potential impact of a local national, international or global disaster that may impact the foodservice process. • Identify signification agricultural trends (e.g. genetically modified, organic foods, gluten free) that affect foodservice. |

Table 3: cont.

| Unit 4: Community and Population Health Nutrition | | |
|--|---|---|
| Applies community and population nutrition health theories when providing support to community or population nutrition programs. | | |
| Competencies | Performance Indicators | Practice Illustrations |
| <p>4.1 Works collaboratively with others to assess, implement and evaluate community and population based programs.</p> | <p>4.1.1 Conducts an assessment of the setting, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding community and population based programs.</p> <p>4.1.2 Identifies opportunities for nutrition intervention and improvement.</p> <p>4.1.3 Utilizes strategies to evaluate effectiveness, analyzing reasons for variance from expected outcome, and implements new strategies as appropriate.</p> <p>4.1.4 Collaborates with appropriate stakeholders to support the implementation of the nutrition program plan.</p> <p>4.1.5 Applies an evaluation framework, using approved tools and methods, to support the evaluation of the community nutrition program.</p> <p>4.1.6 Makes modifications to the nutrition program or services based on data and in collaboration with others.</p> | <ul style="list-style-type: none"> • Develop and administer surveys to support the evaluation of a current community or nutrition public health program. • Complete a summary report by conducting a literature search, analyzes the data and summarize findings. • Make recommendations to improve community-based program. • Promote nutrition programs and resources to address issues of food security, nutritional health and overall health and wellness. • Participate in health and/or nutrition screening programs. • Conduct an environmental scan of similar programs. • Survey the population to define needs and wants. • Collect population data and run descriptive statistical analysis. • Interview similar program leadership to obtain insight into trials and tribulations. • Conduct a literature search and compile references that support program goals, objectives and potential outcomes. |

Table 3: cont.

| Unit 5: Leadership, Business, Management and Organization Demonstrates leadership, business and management principles to guide practice and achieve operational goals. | | |
|---|--|---|
| Competencies | Performance Indicators | Practice Illustration |
| 5.1 Demonstrates leadership skills | 5.1.1 Demonstrates understanding of social situations and team dynamics. 5.1.2 Communicates at the appropriate level and understands emotions and emotional situations. 5.1.3 Develops conversational and interpersonal skills. 5.1.4 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. 5.1.5 Understands the mentoring role and practices mentoring and precepting others | <ul style="list-style-type: none"> • Recognize different communication strategies and personality styles of individuals and how this impacts performance and professional relationships. • Model leadership skills. |
| 5.2 Applies organization management to direct staff and support department operations. | <u>Planning</u> 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. <u>Organizing</u> 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. | <u>Planning</u> <ul style="list-style-type: none"> • Maintain a current budget. • Conduct an inventory audit and identify potential shrinkage source. <u>Organizing</u> <ul style="list-style-type: none"> • Complete operational documentation (e.g. duty statement, work schedules, monitoring tools and performance evaluations) • Conduct performance reviews and report performance issues; and make remedial recommendations. • Participate in multi-department team meetings; and recognize the impact of the different department cultures. • |

Table 3: cont.

| Unit 5: Leadership, Business, Management and Organization (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| 5.2 (cont.) | <p><u>Management</u></p> <p>5.2.5 Engages in human resource activities adhering to applicable legislation and regulations.</p> <p>5.2.6 Applies understanding of psychological and sociological perspectives when managing staff and engaging in human resource activities.</p> <p>5.2.7 Applies change management theories and conflict resolution skills to manage and promote positive change.</p> <p>5.2.8 Uses persuasive communication skills to influence and produce a desired outcome during negotiations and conflict resolution discussions.</p> <p>5.2.9 Understands and respects roles and responsibilities of the interprofessional team members.</p> <p><u>Controls</u></p> <p>5.2.10 Collects, understands and analyzes financial data to support fiscally responsible decision making.</p> <p>5.2.11 Collects and reports data to support the analysis of the department's operational plan and budget.</p> <p><u>Time Management</u></p> <p>5.2.12 Applies principles of time management to monitor and enhance personal productivity and productivity of others.</p> <p>5.2.13 Prioritizes activities to effectively manage time and workload.</p> | <p><u>Management</u></p> <ul style="list-style-type: none"> • Participate in the hiring process. • Develop a staffing schedule. • Address staff or organizational conflict by identifying the potential source(s) of the conflict, required communication skills, and potential resolution. <p><u>Controls</u></p> <ul style="list-style-type: none"> • Conduct a review and analysis monthly expenditures and budget for a food service operation. • Collect data related to department statistics/ quality control/improvement (e.g. client/patient satisfaction surveys, temperature control) against benchmark. • Participate in an accreditation process/audit. • Conduct a job analysis of operations and make written recommendations for improved productivity through improved time management. <p><u>Time Management</u></p> <ul style="list-style-type: none"> • Assess productivity of staff against facility standard. • Make recommendations for distribution of workflow. • Create production schedule. • Meet assignment and project timelines. |

Table 3: cont.

| Unit 5: Leadership, Business, Management and Organization (cont.) | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| 5.2 (cont.) | <p><u>Motivation and Recognition</u></p> <p>5.2.14 Demonstrates appreciation for team involvement and the value and skills of each member.</p> <p>5.2.15 Models behaviors that maximize group participation by consulting, listening and communicating clearly.</p> <p>5.2.16 Takes innovative approaches to build support and maintain a diverse workforce.</p> | <p><u>Motivation and Recognition</u></p> <ul style="list-style-type: none"> • Participate in team building activities. • Identify key staff members and their scope of practice in a variety of practice settings. |
| 5.3 Applies project management principles to achieve project goals and objectives. | <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> | <ul style="list-style-type: none"> • Develop and implement a project using project management tools (e.g. Gantt Chart, scatter charts, risk assessment). • Identify potential risks to the project and mitigate resolutions. |
| 5.4 Incorporates quality and performance improvement into nutrition and dietetics practice. | <p>5.4.1 Establishes goals for improving quality of services in collaboration with others.</p> <p>5.4.2 Identifies quality and/or performance improvement indicators and supports the development of 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> | <ul style="list-style-type: none"> • Collect data and compares to past data and the outcomes of the program. • Participate in the development of client/patient feedback surveys • Collect and review data to identify trends and issues; and make recommendation for change. |

Table 3: cont.

| Unit 5: Leadership, Business, Management and Organization (cont.) | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustration |
| 5.4 (cont.) | <p>5.4.6 Evaluates and analyzes data, reports findings and makes recommendations for quality and/or performance improvement.</p> <p>5.4.7 Communicates and collaborates with relevant stakeholders to implement changes to improve effectiveness and efficiency.</p> | |
| 5.5 Incorporates risk management strategies into practice. | <p>5.5.1 Assesses potential and real risks to an individual, group and or organization.</p> <p>5.5.2 Identifies and takes action to manage, reduce and or eliminate risk or hazards to self, others and the organization.</p> <p>5.5.3 Supports implementation of risk management plan.</p> | <ul style="list-style-type: none"> • Identify and report risks (e.g. food allergies, safety, breach of confidentiality, staff harassment, patient/client complaints, staff incompetence) and make recommendations to address the risks. • Prepare staff safety materials and education sessions. • Follow infection control and prevention protocols (e.g. demonstrate proper gowning, knowledge of the isolation precaution symbols and terminology, sharps). |

Table 3: cont.

| Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-informed practice, research principles, and critical thinking into practice. | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| 6.1 Incorporates critical thinking skills in practice. | 6.1.1 Identifies how critical thinking allows for consideration of multiple factors when problem solving. 6.1.2 Incorporates the thought process used in critical thinking models. 6.1.3 Engages in reflective practice to promote change and continuous learning. | <ul style="list-style-type: none"> • Identify a problem, including contributory factors and assess multiple solutions and outcomes. • Weigh benefits and disadvantage of potential options and rationale actions. • Reflect on past experiences and relevant education to make informed decisions. • Problem solve with clients/patients with less complex health and nutrition needs. • Consider all factors associated with making organizational changes. • Identify potential hazards at each step in the food production process of a foodservice facility and design a plan to prevent the potential hazard from being realized. |
| 6.2 Identifies and understands the scientific method and research ethics. | 6.2.1 Identifies basic steps of the scientific method and scientific processes. 6.2.2 Recognizes research ethics and responsible conduct in research. 6.2.3 Collects and retrieves data using a variety of methods and technologies. 6.2.4 Communicates pre-developed research messaging to a variety of audiences. | <ul style="list-style-type: none"> • Assess research results for validity, bias and application to practice. • Assess research articles and formulate an educated decision. • Define evidence-informed, and evidence-based practice. • Review sound research and organizational guidelines when developing teaching goals for individuals or groups. • Understand the principles of ethical research (e.g. consent, non-bias, conflict of interest). • Read journal articles and summarize content and develop a conclusion. • Apply accurate citations in all papers. |

Table 3: cont.

| Unit 6: Critical Thinking, Research and Evidence-Informed Practice (cont.) | | |
|--|--|---|
| Competencies | Performance Indicators | Practice Illustration |
| <p>6.3 Applies current research and evidence-informed practice to services.</p> | <p>6.3.1 Uses resources to find accurate and current research and evidence-based literature.</p> <p>6.3.2 Understands basic components of assessing the strengths and limitations of research articles.</p> <p>6.3.3 Uses research terminology when communicating with other professionals.</p> <p>6.3.4 Evaluates current research and evidence-based practice findings to determine the reliability and credibility of information.</p> <p>6.3.5 Applies current research and evidence-informed practice to the deliver safe and effective nutrition care.</p> | <ul style="list-style-type: none"> • Interpret a piece of research to a lay audience. • Create presentation based on evidence-based literature. • Present information at an appropriate reading and education level. • Create a nutrition care plan based on evidence-base literature and evidence-informed practice. • Review the literature on a food science topic. |

Table 3: cont.

| Unit 7: Core Professional Behaviors | | |
|--|--|---|
| Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions. | | |
| Competencies | Performance Indicators | Practice Illustration |
| <p>7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.</p> | <p>7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics.</p> <p>7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors.</p> <p>7.1.3 Adheres to nutrition related legislation, regulations and standards of practice.</p> <p>7.1.4 Applies client/patient-centered principles to all activities and services.</p> <p>7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior.</p> <p>7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment.</p> <p>7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information.</p> <p>7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information.</p> | <ul style="list-style-type: none"> • Demonstrate an understanding of Continuing Competence (CDR) requirements. • Set SMART (specific, measurable, achievable, relevant, time-based) goals based on feedback from preceptors, peers and/or clients/patients. • Attend ongoing trainings, seminars and webinars to keep abreast in the field of nutrition and be competent. • Complete a self-assessment of own knowledge, skill and judgment. • Consider and incorporate personal experiences. • Incorporate client's/patient's needs and wishes in the nutrition care plan. • Demonstrate understanding of mandatory reporting obligations (e.g. child or elderly abuse, professional misconduct). • Accept responsibilities and accountability for own actions and decisions. • Recognize and maintain professional boundaries. • Identify ethical situations and take steps to manage the ethical dilemma. • Apply principles of informed consent process to ensure the client/patient can accept or refusing services. • Demonstrate understanding of privacy and confidentiality legislation and organizational policies. • Obtain client/patient consent for the collection, use, and disclosure of personal information. • Demonstrate understanding of confidentiality laws and regulations such as the Health Insurance Portability and Accountability Act (HIPAA). |

Table 3: cont.

| Unit 7: Core Professional Behaviors (cont.) | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustration |
| <p>7.2 Uses effective communication, interprofessional collaboration and advocacy skills.</p> | <p>7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.</p> <p>7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.</p> <p>7.2.3 Participates in advocacy activities to change or promote new legislation and regulation.</p> | <ul style="list-style-type: none"> • Communicate in a clear, effective and respectful manner. • Select mode of communication to meet the needs of the audience. • Identify and address barriers to communication. • Adapt communication styles to meet the needs of diverse individuals, groups and populations. • Ensure timely, clear, accurate and valid documentation using correct spelling and grammar. • Demonstrate proficient use of nutrition informatics. • Demonstrate networking skills to build liaisons. • Understand the mentoring role and practices mentoring others. • Communicate to others the role, scope of practice, areas of expertise and value of the RDN and NDTR. |

Table 4: Practice Illustrations for Graduate Degree Competencies

| Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. | 1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. 1.1.5 Identifies the influence of food consumption on the development of diseases. | <ul style="list-style-type: none"> • Review epidemiological data from a data set (e.g. health department) and determine prevalence of disease. • Evaluate client/patient and environmental characteristics that may contribute to the development of disease (e.g. obesity, hypertension, diabetes, cancer). • Create client/patient education materials incorporating the effects of genetics and diet on the development of chronic diseases. • Review and analyze research papers related to molecules and microbes to make an informed data driven opinions of the impact of genetics and diet on disease states. • Use research-based evidence to identify a relationship between a specific gene-nutrient interaction to identify patients at a higher risk for developing a chronic disease (e.g. hypertension, obesity, diabetes, hypercholesterolemia). • Communicates epidemiological evidence related to the relationship between diet and the development of disease. • Utilize evidence-based guidelines to develop, improve or recommend changes to a public health program based on the population and common genetic disposition. • Apply knowledge of genetic testing and impact on diet when educating others or when providing counseling services. (e.g. Phenylketonuria (PKU), cystic fibrosis, mitochondrial) • Tailor diet plan, diet prescription and nutritional recommendations based on genetic predisposition and disease state. • |

Table 4: Cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| 1.1 (cont.) | | <ul style="list-style-type: none"> • Identify potential genetic risk factors and health condition based on laboratory findings (e.g. PKU, microorganisms, elevated LDH, low levels of vitamin D) and understand the impact of the findings on disease and health. • Provide diet counseling based on client's/patient's family history, risk factors and epidemiology factors. • Explain how environmental and genetic factors impact disease development and develop nutrition goals/interventions that address these factors. • Discuss recent health and nutrition news in the popular press with clients. • Explain how environmental exposure/consumption effects the health of patient. |
| <p>1.2 Applies an understanding of anatomy, physiology, and biochemistry.</p> | <p>1.2.1 Analyzes the impact of food and nutrition on physiological processes.</p> <p>1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.</p> | <ul style="list-style-type: none"> • Apply knowledge related to digestion, absorption and metabolism to disease states. • Assess the physiological impact of the elements in nutrition support and manipulate these elements for the desired physiological outcomes. • Demonstrate how the mechanics of the body works and how it related to food. • Use appropriate anatomy and physiology terminology in client/patient records and other documentation. • Describe pathophysiology of a disease state and how it applies to medical nutrition therapy. • Communicates an understanding of the human body and the impact of food and nutrition on body systems. • Explain micro and macro neutralization in the body. |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>1.2 (cont.) Applies an understanding of anatomy, physiology, and biochemistry.</p> | | <ul style="list-style-type: none"> • Describe pathophysiology of a disease state and how it applies to medical nutrition therapy. • Communicate an understanding of the human body and the impact of food and nutrition on body systems. • Describe in detail etymology, signs, symptoms, etc. of disease state and the nutrition concerns for the specific disease. • Understand the healing process and nutrients needed to promote growth, repair and healing. |
| <p>1.3 Applies knowledge of microbiology and food safety.</p> | <p>1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth.</p> <p>1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.</p> | <ul style="list-style-type: none"> • Create a HACCP plan and explain why a step is a hazard that needs to be controlled and the mechanism and reason for effectiveness for the controls. • Create a food safety policy. • Conduct a kitchen inspection of food safety inspection, and make recommendation for changes or improvements in food preparation and storage protocol. • Educate clients/patients and staff members on food contamination, microbial development and proper food handling and storage. • Take action to ensure safe food handling practices that follow the flow of food throughout the food service system. • Explain why specific populations (e.g. elderly, young, underserved, developing nation) are at risk of foodborne illness. |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>1.4 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 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism.</p> <p>1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health.</p> <p>1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility.</p> | <ul style="list-style-type: none"> • Analyze metabolic impact of disease, comorbidities and complications, and develop a nutrition prescription that addresses altered metabolism. • Discuss the effects of storage on vitamin in food and other aspects of food chemistry including antioxidants. • Select appropriate formulas or feeding products for individuals with special needs. • Apply technical knowledge in the development of new food products. • Make recommendations for substitution of ingredients that modify target nutrients (e.g., low fat; wheat free, allergies) without sacrificing characteristics of the food product. |
| <p>1.5 Applies knowledge of patho-physiology and nutritional biochemistry 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> | <ul style="list-style-type: none"> • Calculate fluid and caloric needs for client/patient. • Develop and modify medical nutrition therapy for clients/patients based on pathophysiology and biochemistry findings. • Explain how nutrition could affect disease progression. • Review evidence-based literature and research and identify the impact of nutrition deficiency on mental disorders. • Review research findings and evidence-based literature related the physiological process through the lifecycle (e.g. nutrition health progress of heart disease, the lactation process). |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>1.6 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> | <ul style="list-style-type: none"> • Demonstrate all eating is psychologically and social rooted (e.g. provide counselling eating disorder, nutrition/weight-loss, elderly population, oncology). • Encourage and utilize mindful eating techniques. • Compares how certain antidepressants or atypical antipsychotic medications have nutrient interactions. • Develop effective public health assessment/screening tools. • Take into consideration the client’s/patient’s situation and environment (e.g. homelessness, community, home-life, disability accommodations); and how these factors effect person’s ability to meet basic nutritional needs. • Explore the geographic aspects of food production, consumption and post-consumption. • Identify disease outbreaks and environmental factors/events which impact food supply. • Identify influences that affect health and nutrition, including physical/geographic circumstances (e.g. altitude, temperature regimes, and pollutants), social context (e.g., social networks, access to care, perception of risk behaviors), and economic conditions (e.g., quality of nutrition, access to food and water). • Identify community resources for under serviced populations (e.g. foodbanks, meal delivery for home-less, shelters). |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>1.7 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 awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.</p> | <ul style="list-style-type: none"> • Undertake a process of reflection on one's own cultural identity and recognizes the impact of one's own culture on practice. • Apply cultural competence including cultural awareness, cultural security, cultural respect and cultural safety. • Incorporate cultural food patterns and preferences (e.g. Jewish dietary laws, hot and cold theory, holiday traditions) into practice (e.g. nutrition care plan, meal planning nutrition counseling, food preparation) • Describe a way of eating that conflicts with one's own cultural method (religious, ethnic, etc.). • Understand the family cultural influences and cultural foods. • Understand meal planning, nutritional plan and cooking foods from different cultures. • Consider that culture is beyond ethnical background and includes personal beliefs, values and sexual orientation. • Utilize cultural sensitive and gender neutral language. • Be familiar with cultural food preferences of a specific population. |
| <p>1.8 Applies knowledge of pharmacology 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> | <ul style="list-style-type: none"> • Apply knowledge when recommending or prescribing nutrition related drug therapy. • Make recommendations for changes in diet based on the client's/patient's current medication use. • Evaluate a client's/patient's medication list or herbal supplement list for possible food/drug interactions. • Identify medications that are nutrient depleting. • Identify various drugs needed to help with absorption and/or decrease/improve gastric symptoms. |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustration |
| 1.8 (cont.) | | <ul style="list-style-type: none"> • Understand side effects of medication that effect nutritional status (e.g. medications that affect blood glucose or potassium levels; determine which antacids may interfere with dissolution of antiretroviral medications). |
| 1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness | 1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. 1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition | <ul style="list-style-type: none"> • Provides evidence-based information and education related to the use of complementary and integrative nutrition. • Review and compare findings for studies related to complementary and integrative nutrition to determine validity of the claims • Provide science-based answers to clients/patients about complementary and integrative nutrition therapy. • Articulates the role and scope of practice for complementary health providers (e.g. natural path, chiropractor, Chinese medicine). |
| 1.10 Applies knowledge of math and statistics. | 1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. 1.10.3 Applies math skills to perform food and nutrition calculations. | <ul style="list-style-type: none"> • Communicate statistical methods and results in writing and orally. • Conduct a research project on a food-related subject and apply statistical concepts to interpret the results correctly. • Run sample data sets using statistical software, interpret results of sample data set, read articles and interpret results. • Calculate complex math formula related to food and nutrition (e.g. nutrient needs, costing, budget) • Apply formulas to basic statistical calculations (e.g. mean, average, standard deviation, quartiles, confidence intervals, binomial distribution). |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.</p> | <p>1.11.1 Interprets and communicates medical terminology to non-health professional audiences.</p> <p>1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication.</p> | <ul style="list-style-type: none"> • Document in client/patient record using appropriate medical terminology and abbreviations • Interpret laboratory test results in relationship to diet therapy when conducting nutritional counseling. • Use of appropriate medical terminology and abbreviations to clearly communicate the condition and treatment method. • Clearly communicate nutrition-related concerns to others ensuring proper interpretation and understanding. |
| <p>1.12 Demonstrates knowledge of and is able to manage food preparation techniques</p> | <p>1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures.</p> <p>1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs.</p> <p>1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe.</p> <p>1.12.4 Evaluates recipes using sensory evaluation methods.</p> | <ul style="list-style-type: none"> • Build a recipe and scale it. • Modify meal plans to meet the needs of the clients/patients, considering the current food supply and the environment (e.g. during a disaster, electrical outage). • Plan, prepare, execute and evaluate a meal. • Evaluate and makes recommendation for staff resources for food preparation. |
| <p>1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.</p> | <p>1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet.</p> <p>1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format.</p> <p>1.13.3 Operates nutrition informatics systems in practice.</p> <p>1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making.</p> | <ul style="list-style-type: none"> • Explain how technology can be used to enhance nutrition education or treatment. • Document in an electronic health record. • Create and teach patients/clients to use nutrition related technology (e.g. track food/exercise program). • Use electronic resources to analyze nutrient content and adequacy of specific recipes in an operation. • Act as a nutrition content expert for the design of a new nutrition and dietetic software, systems, technology (e.g. electronic health records). |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|--|---|
| Competencies | Performance Indicators | Practice Illustration |
| 1.13 (cont.) | 1.13.5 Proficiently uses technology and informatics skills to aggregate data, enhance practice and client/patient care. | <ul style="list-style-type: none"> • Export data from a system, analysis and make appropriate recommendations and decisions. • Identify trends in food and nutrition using health information systems. • Act as a subject matter expert for the development of electronic and nutrition informatics systems. |
| 1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. | <p>1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle.</p> <p>1.14.2 Identifies nutritional risk factors across the life cycle.</p> <p>1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations.</p> <p>1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness.</p> | <ul style="list-style-type: none"> • Create nutrition and physical activity program for a specific age group and implement (e.g. school system, hospital, outpatient clinic) • Make appropriate exercise recommendations based on the client's/patient's ability, nutritional intake and blood glucose results • Emphasize the importance of physical activity in controlling metabolic risk factors when conducting counseling or group sessions. • Identify the benefits of exercise and current recommendations for clients/patients throughout the lifecycle. • Support patient's/client's realistic health goals incorporating realistic activities to achieve them based on anthropometric measurements, age, personal and cultural preferences and resources available • Evaluate caloric requirements considering relevant factors including activity level • Understand the impact of exercise on disease and nutritional intake. • Evaluate fluid and calorie requirements for those engaging in various levels of physical activity. |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|--|--|---|
| Competencies | Performance Indicators | Practice Illustration |
| <p>1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.</p> | <p>1.15.1 Recognizes and communicates the cause of disease and nutrition risks.</p> <p>1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations.</p> <p>1.15.3 Examines the influence of the determinants of health on health and wellness.</p> <p>1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities.</p> <p>1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention.</p> | <ul style="list-style-type: none"> • Develop plans to address dimensions of wellness important to groups and individuals. • Develop community classes to encourage health and wellness (e.g. breastfeeding nutrition class, cooking classes, diabetes nutrition program) • Develop a wellness program for individuals, groups and population • Conduct a patient, community and population assessment documenting demographics, lifestyle risk factors, epidemiology, socio-psychological and economic factors, and ecological issues to promote wellness. • Apply knowledge of health promotion and prevention for individuals, groups and populations when planning and conducting employee wellness programs. • Identify population markers to determine overall health status of a new minority group of immigrants coming from an impoverished area. • Complete a needs assessment within a local community • Develop, implement and evaluate an intervention which targets the community's needs. |

Table 4: cont.

| Unit 1: Foundational Knowledge (cont.) | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>1.16 Gains a foundational knowledge on public and global health issues, policies and nutritional needs.</p> | <p>1.16.1 Examines the trends, policies and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade.</p> <p>1.16.2 Examines the impact of global food supply and sustainability and related factors.</p> <p>1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries.</p> | <ul style="list-style-type: none"> • Write policy briefs and articles related to global health issues. • Identify nutritional deficiencies in developing countries and make recommendations to meets needs. • List major food problems around the world and identify the impact to the health of the population. • Demonstrate awareness of environmental issues and government policies in procuring and exporting foods. • Identify the impact of US food related policies on other countries. • Identify the role of dietitians in other countries. |

Table 4: cont.

| Unit 2: Client/Patient Services Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes. | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| 2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. | 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. 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness, and lifestyle management. 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. 2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate. | <ul style="list-style-type: none"> • Conduct an environmental scan to determine competition of related program, services or product. • Create data collection tools (survey, focus group interview questions) to test or market new nutrition and diet product or services. • Develop an instrument for analyzing an existing product, program or service. • Create an evaluation tool (e.g. patient/client/consumer surveys, outcome measures checklist,). • Conduct an environmental scan and SWAT analysis for a new program or service. • Create feedback surveys and conduct focus groups. • Identify required team members and stakeholders to develop and implement nutrition and food services, program or product. |
| 2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. | 2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. 2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. 2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. 2.2.4 Prioritize care based on results of screening considering complexity of care needs. | <ul style="list-style-type: none"> • Identify appropriate validated screening tool appropriate for the patient population. • Develop a screening tool to determine level of care and the required nutrition and dietetic professional required to meet client/patient care needs. • Coordinate community health and nutrition events. • Educate other professionals on the use of the screening tool and indicators. |

Table 4: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustration |
| <p>2.3 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 Selects and implements nutrition assessment tools for individuals, groups or populations</p> <p>2.3.2 Interviews client/patient to collect subjective information considering the determinants of health.</p> <p>2.3.3 Conducts a nutrition focused physical exam.</p> <p>2.3.4 Takes a food and nutrition related medical history.</p> <p>2.3.5 Assesses physical activity and history of physical activity.</p> <p>2.3.6 Collects, assesses and interprets anthropometric measures and body composition.</p> <p>2.3.7 Orders, collects and interprets biochemical tests.</p> <p>2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement).</p> <p>2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses.</p> <p>2.3.10 Determines barriers that might influence a client/patient's nutritional status.</p> <p>2.3.11 Determines accuracy and currency of nutrition assessment data.</p> <p>2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements.</p> | <ul style="list-style-type: none"> • Coordinate the nutrition-care process for individuals, groups or populations. • Complete a comprehensive nutrition assessment, including a nutrition focused physical exam for clients/patients who have major or complex health and nutrition need. • Order and interpret laboratory test to inform nutrition and supplement requirements (e.g. blood glucose, potassium, iron, cholesterol, triglycerides, serum pre-albumin, serum transferrin, total lymphocyte count and nitrogen balance). • Create a nutrition care plan based on assessment data for a wide range of clients/patients with basic to highly complex health and nutrition needs. • Consider social (e.g. live alone, family/community support), and economic factors (e.g. low income, homeless, kitchen resources) and food security, procurement and preparation that may influence nutrition care process. • Summarize client/patient assessment information and explain PES statement. • Utilize the nutrition-care process with individuals to manage basic to highly complex health and nutrition needs at different stages of the lifecycle and in different environments (e.g. acute care, long-term care, rehabilitation, community, mental health facilities, grocery stores, clinics). |

Table 4: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| 2.3 (cont.) | <u>Diagnosis</u> | <ul style="list-style-type: none"> • Order or modify orders for parenteral nutrition therapy, supplements and minerals and nutrition related drugs (e.g. insulin, antiemetic's, pancreatic enzyme replacement therapy). • Determine required monitoring plan, including required diagnostic and laboratory tests, referral, frequency of nutrition and dietetic services. • Prescribe nutrition related drug therapy and supplements to address nutrition health needs. • Collaborate with the client/patient to develop and monitor the nutrition plan of care and ensure client/patient understanding. • Complete a follow-up client/patient assessment and identify the impact of the nutrition plan of care. • Identify barriers to accessing food for under-served populations, individuals with special needs (e.g. homeless individuals, elderly clients/patients, clients/patient with disabilities) and developing countries. • Enter billing coding. • Document PES statements in client/patient record to help other health professionals quickly obtain the nutrition diagnosis. |
| | 2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. | |
| | 2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. | |
| | 2.3.15 Prioritizes the nutrition diagnosis(es). | |
| | <u>Intervention</u> | |
| | 2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. | |
| | 2.3.17 Orders nutrition prescriptions to address nutritional goals. | |
| | 2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. | |
| | <u>Monitoring/Evaluation</u> | |
| | 2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. | |
| | 2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention. | |
| | 2.3.21 Assesses client/patient's compliance with nutrition intervention. | |
| | 2.3.22 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. | |

Table 4: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>2.3 (cont.)</p> | <p><u>Monitoring/Evaluation (cont.)</u></p> <p>2.3.23 Summarizes impact of nutrition interventions on client/patient’s nutrition outcomes, considering client/patient-centered care.</p> <p>2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes.</p> <p>2.3.25 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>2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models.</p> | |
| <p>2.4</p> <p>Implements 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><u>Medical Nutrition Therapy</u></p> <ul style="list-style-type: none"> • Recommend a specific enteral and parenteral nutrition formula for complex client/patient (e.g. an unconscious patient with extensive burns). • Understand indications and contraindications for parenteral and enteral nutrition (e.g. patients with chronic pancreatitis). • Analyze evidence-based practice and clinical indicator for oral nutritional supplements. • Explain the concepts of oxidation/antioxidants to clients/patients when recommending vitamins or antioxidant supplements. • Consider potential barriers to meeting nutrition goals (e.g. health literacy, finances, mobility/disability, food accessibility, cultural differences, social support). |

Table 4: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| 2.4 (cont.) | <p><u>Medical Nutrition Therapy (cont.)</u></p> <p>2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements.</p> <p>2.4.5 Refers/transfers care to relevant professionals when client/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 when developing, modifying, delivering or implementing education materials.</p> <p>2.4.7 Assesses audience’s readiness to learn and identifies barriers to learning.</p> <p>2.4.8 Develops or 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>Education</u></p> <ul style="list-style-type: none"> • Apply educational theories and principles for both adult and child learning. • Select appropriate educational materials based on audience and needs. • Create education materials using a variety of modes (paper, electronic, verbal) and delivery methods (online, telehealth, group and individual session, radio / TV broad cast). • Create education materials at appropriate reading levels. • Give presentation to a diverse audience. • Create written pre-and post-tests for the target population. • Create or adjust existing materials to support cultural sensitive education. • Consider the population’s/audience’s literacy level, age, deficient(s), and readiness to learn. • Develop education evaluation methods, analyze results and make appropriate changes. • Create and present a workshop or education session to a community group. • Develop education materials to support a public health and global health issue. |

Table 4: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| 2.4 (cont.) | <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 counseling techniques</p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required.</p> <p>2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient’s mental health issues are beyond personal competence or professional scope of practice.</p> | <p><u>Psychological Counseling and Therapies</u></p> <ul style="list-style-type: none"> • Implement counseling strategies to promote behavioral change • Counsel clients/patients on healthy lifestyles and weight management using various counseling techniques. • Using motivational interviewing skills in obtain food and nutrition practices of a patient and promote behavior change. • Identify psychotherapy approaches (psychoanalysis, psychodynamic therapies, behavior, cognitive, humanistic therapy integrative therapy). • Provide nutritional counseling and psychological therapy modalities (e.g. behavioral and cognitive therapy) to increase awareness of patterns of thinking and the impact of healthy eating habits and eating behaviors on nutritional and mental wellness. • Define transference and countertransference in the therapeutic relationship; and recognize possible situations when this may occur in the nutrition and dietetic therapeutic relationship. • Refer client/patient to psychiatrist when acute mental health needs are identified (e.g. psychosis). |

Table 4: cont.

| Unit 2: Client/Patient Services (cont.) | | |
|---|--|---|
| Competencies | Performance Indicators | Practice Illustration |
| <p>2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy.</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 food 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, recommending and 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, recommends and administers nutrition related pharmacotherapy 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 drugs on the individual and takes the required action to make modifications or adjustments.</p> <p>2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient’s needs are beyond personal competence or professional scope of practice.</p> | <ul style="list-style-type: none"> • Assess the need for prescribing a nutrition related drug therapy considering drug factors: indication, interactions, contraindications, benefits, risk, dose, duration and frequency; and client/patient factors: health and medication history, disease state, laboratory values and the appropriateness of the drug before prescribing or recommending drug therapy. • Review laboratory results to support decision related to prescribing and/or recommending nutrition related drugs. • Demonstrate understanding of the scope of practice legislation and organization policies related to RDs prescribing and recommending nutrition-related drug therapy. |

Table 4: cont.

| Unit 3: Food Systems Management Applies food systems principles and management skills to ensure safe and efficient delivery of food and water. | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustration |
| 3.1 Directs 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 services 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 impact of foodservice operations and to enhance sustainability. | <ul style="list-style-type: none"> • Prepare an evaluation of the production and distribution processes and makes recommendations for improvements. • Review organizational policies and make recommendations for modifications. • Collect data and recommend changes based on outcome data. • Create an evaluation tool to help staff evaluate productivity and safety; and make recommendations based on outcome data. • Design a kitchen considering, safety, workflow, productivity, budget etc. • Take steps in a known kitchen to reduce carbon footprint. • Create a new meal plan, including budget for a large organization. |
| 3.2 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. | <ul style="list-style-type: none"> • Identify evaluation criteria or measures for the technical and equipment resources need for foodservices in a variety of settings (hospital, long-term care, industry, community). • Create an operational plan including a budget for purchasing of food and supplies. • Complete a purchasing order requisition and direct staff to manage food delivery. |

Table 4: cont.

| Unit 3: Food Systems Management (cont.) | | |
|--|--|---|
| Competencies | Performance Indicators | Practice Illustration |
| 3.2 (cont.) | <p>3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations.</p> <p>3.2.4 Acts as a departmental and organizational liaison between contractual parties involved.</p> <p>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.</p> <p>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations.</p> <p>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.</p> | <ul style="list-style-type: none"> • Conduct a review of the inventory and storage; identify problem issues (e.g. waste, shortage, safety, lack of availability); make recommendations; and communication changes. • Identify ethical dilemmas related to the management of resources and ensuring safety and appropriate delivery of foodservices. • Identify valuable internal and external resources (staff, food producers/suppliers. • Identify potential local, national and international foodservices suppliers. • Modify an existing supplier contract incorporating the terms related to the required goods and services. • Trace a food product from back dock to serving area, noting Critical Control Points. |
| 3.3 Applies principles of food safety and sanitation to the storage, production and service of food. | <p>3.3.1 Maintains currency in and follows applicable legislation and guidelines.</p> <p>3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization’s mission and policies.</p> <p>3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain.</p> <p>3.3.4 Takes into consideration food allergies when preparing menus and foods.</p> | <ul style="list-style-type: none"> • Review, compare and establish organizational policies to identified relevant legislation and guidelines. • Use food safety and sanitation principles in the inspection of the production and service of food. • Identify food safety violation, develop a plan to address vulnerabilities, and develop staff education material to encourage compliance with polices, guidelines and legislation. • Develop a safety plan for disasters (e.g. bioterrorism, weather related, lack of supplies / resources (e.g. water, waste, electricity). • Partner with a local organization to review their policies compared to regulatory obligations, assess compliance, and vulnerabilities; and makes recommendations. |

Table 4: cont.

| Unit 3: Food Systems Management (cont.) | | |
|--|--|--|
| Competencies | Performance Indicators | Practice Illustration |
| <p>3.4 Applies and demonstrates an understanding of agricultural practices and processes.</p> | <p>3.4.1 Has a working knowledge of different agricultural food production systems and related terminology 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> | <ul style="list-style-type: none"> • Utilize local food products, in compliance with applicable regulations, for an institutional food service by sourcing local food growers. • Identify local, regional, national and international agricultural practice and process difference. • Identify the potential impact of a national, international and global disaster and disease on food production and process. • Identify the significant agricultural trends (e.g. GMO, organic foods, gluten free) and the impact to foodservice. • Create a plan to support local and global food growers and producers. |

Table 4. cont.

| Unit 4: Community and Population Health Nutrition Applies community and population nutrition health theories when providing support to community or population nutrition programs. | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. | 4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. 4.1.2 Conducts community and population based assessments considering all relevant factors. 4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. 4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. 4.1.5 Interprets and uses nutrition surveillance and global health and safety data 4.1.6 Evaluates the program using measurement indicators and outcomes. 4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. | <ul style="list-style-type: none"> • Assess and evaluate a current nutrition public health program; identify strengths, weaknesses, threats (e.g. sustainability, access), new opportunities or areas of improvement. • Conduct an assessment to determine the scope of project, availability of resources, intended audience needs and limitations. • Design a program to solve a nutrition related problem in the community. • List factors that influence food availability in a developing country. • Utilize current research to propose a public health/health promotion program at a facility or agency. • Search nutrition surveillance data from the CDC, WHO, and/or other government agencies or organizations to identify key health and safety issues impacted by access to food, water and nutrition. • Use health informatics and data analytics to gather population information about nutrition and health outcomes. • Collect and analyze data related to the values, beliefs, limitations and strengths of the population. • Identify the risk factors or risk conditions that the program plan will address. • Obtain data from the National Institutes of Health and national disease reporting systems, including the Centers for Disease Control and Prevention, state health departments and vital records. • Select methods and strategies for the intervention (e.g., education, information delivered by multimedia modes). • Apply for grants and/or seeks funding partners. |

Table 4. cont.

| Unit 4: Community and Population Health Nutrition (cont.) | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 4.1 (cont.) | | <ul style="list-style-type: none"> • Complete a cost analysis to develop, implement and sustain program. • Collaborate with stakeholders using data analytics in the process of data collection, extraction, transformation, analysis, interpretation and reporting. |
| 4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. | 4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations. 4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. 4.2.3 Analyzes political interests and their impact on program development, goals and objectives. | <ul style="list-style-type: none"> • Identify search engines to access nutrition related local, national and global legislation and regulations. • Review local, national and global legislations and establish policies for public health programs. • Identify governmental, intergovernmental and nongovernmental organizations that advocate/influence nutrition legislation and regulations that address public, population and global nutrition health. • Recall the steps to passing legislation or regulations. • Communicate nutritional implications of legislation to representatives at the local, state or national level. • Engage in individual advocacy (e.g. changing the situation for an individual) and systems advocacy (e.g. changing policy and practice at the local; national or international level; and changing the situation for groups of individuals). • Use advocacy tools to effect positive change in community-based, national and global nutrition health programs and policies (e.g. survey tools, legislative tracking/posting websites, social media outreach, email communications to stakeholders, a blog, create and delivery surveys, advocacy events). |

Table 4. cont.

| Unit 5: Leadership, Business, Management and Organization Demonstrates leadership, business and management principles to guide practice and achieve operational goals. | | |
|---|--|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 5.1 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 cues and team dynamics. 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. 5.1.4 Develops conversational and interpersonal skills. 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. 5.1.6 Understands the mentoring role and practices mentoring and precepting others. | <ul style="list-style-type: none"> • Engage in situational leadership, personality, generational learning and learning style activities to understand group dynamics and personal preferences and skills. • Recognize different communication strategies and personality styles in the individuals on their team and how it impacts performance. • Participated in an interprofessional project, initiative or a committee. • Demonstrate conflict management skills. • Demonstrate understanding of the phases of team dynamics (forming, storming, norming and performing). |
| 5.2 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>Planning</u></p> <ul style="list-style-type: none"> • Develop an operational plan for an organization that includes a budget and staff resource allocation. • Develop criteria or measures to evaluate the plan, aligned to organization’s strategic plan, mission and vision. <p><u>Organizing</u></p> <ul style="list-style-type: none"> • Identify key staff members and their scope of practice in a variety of practice settings. • Utilize principles of organization management, prepare tools and documents for use in operation of a nutrition services program (e.g. duty statement, work schedules, quality assurance standards and monitoring tools and performance evaluations.) • Develop performance review templates with measures, mapped to organizational strategic plan. • Participate in multi-department team meetings; and recognize the impact of the different department cultures. |

Table 4. cont.

| Unit 5: Leadership, Business, Management and Organization (cont.) | | |
|--|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>5.2 Applies principles of organization management.</p> | <p><u>Management</u></p> <p>5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations.</p> <p>5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change.</p> <p>5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions.</p> <p>5.2.10 Understands and respects roles and responsibilities of inter professional team members.</p> <p><u>Controls</u></p> <p>5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making.</p> <p>5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities.</p> <p>5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations.</p> <p>5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget.</p> <p>5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met.</p> <p>5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met.</p> | <p><u>Management</u></p> <ul style="list-style-type: none"> • Develop an education or remediation plan to ensure staff maintain and meet competence. • Apply change management theories and principles when implementing or promoting organization or department change (e.g. merging departments or organizations, staff workload changes, implementation of new services, equipment, products, change in client/patient population). • Demonstrate interviewing skills by engaging in the hiring process. • Develop a staffing schedule. • Address staff or organizational conflict by identifying the potential source(s) of the conflict, required communication skills, and potential resolution. <p><u>Controls</u></p> <ul style="list-style-type: none"> • Identify department outcome measures based on department goals and organizational strategic plan. • Conduct a cost benefit analysis on food service operation. |

Table 4. cont.

| Unit 5: Leadership, Business, Management and Organization (cont.) | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>5.2 (cont.)</p> | <p><u>Time Management</u></p> <p>5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others.</p> <p>5.2.18 Prioritizes activities to effectively manage time and workload.</p> <p><u>Motivation and Recognition</u></p> <p>5.2.19 Promotes team involvement and values the skills of each member.</p> <p>5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly.</p> <p>5.2.21 Takes innovative approaches to build support and maintain a diverse workforce.</p> <p>5.2.22 Coaches and advises team leaders on resolving differences or dealing with conflict.</p> | <p><u>Time Management</u></p> <ul style="list-style-type: none"> • Measure productivity and ability to meet established organizational goals based on established criteria. • Meet assignment and project timelines. <p><u>Motivation and Recognition</u></p> <ul style="list-style-type: none"> • Lead or participate in team building activities • Identify key staff members and their scope of practice in a variety of practice settings. |
| <p>5.3</p> <p>Applies project management principles to achieve project goals and objectives.</p> | <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> | <ul style="list-style-type: none"> • Develop and implement a project using management principles to achieve the project goals and objectives. • Use a variety of project management tools (e.g. Charter, Project Plan, Gantt Chart, Stakeholder Analysis). |

Table 4. cont.

| Unit 5: Leadership, Business, Management and Organization (cont.) | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>5.4 Leads quality and performance improvement activities to measure evaluate and improve a program services products and initiatives.</p> | <p>5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice.</p> <p>5.4.2 Develops quality and/or performance 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 and/or performance 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 and performance improvement.</p> <p>5.4.5 Applies change management theories and principles to effectively implement change.</p> | <ul style="list-style-type: none"> • Engage in Quality Improvement process activities. • Strategize to correct deviation from established goals. • Develop a business plan, performance metrics and the measures that will aid in determining achievement of the goals. • Conduct a financial feasibility study and makes recommendations for improvement, following the strategic goals. • Develop and implement risk management plans for nutrition programs. • Complete a SWOT (Strengths, Weaknesses, Opportunities, Threats), Focused PDCA (Plan, Do Check, Act), or Lean analysis. |
| <p>5.5 Develops and leads implementation of risk management strategies and programs.</p> | <p>5.5.1 Assesses potential and real risks to an individual, group and or organization.</p> <p>5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization.</p> <p>5.5.3 Develops risk management plans and protocols.</p> | <ul style="list-style-type: none"> • Create a plan to address the potential or real risks to the individual, staff, organization, community and population. • Conduct a safety review or audit to ensure safety guidelines are followed. |

Table 4. cont.

| Unit 6: Critical Thinking, Research and Evidence-Informed Practice | | |
|---|--|--|
| Integrates evidence-informed practice, research principles, and critical thinking into practice. | | |
| Competencies | Performance Indicators | Practice Illustrations |
| <p>6.1 Incorporates critical thinking skills in practice.</p> | <p>6.1.1 Considers multiple factors when problem solving.</p> <p>6.1.2 Incorporates the thought process used in critical thinking models.</p> <p>6.1.3 Engages in reflective practice to promote change and continuous learning.</p> | <ul style="list-style-type: none"> • Identify a problem, including contributory factors and assess multiple solutions and outcomes. • Weigh benefits and disadvantage of potential options and rationale actions. • Reflect on past experiences and relevant education to make informed decisions. • Problem solve with clients/patients whose needs are complex. • Assimilate, analyze and interpret data from various sources and make a decision and a plan. • Analyze data related to a critical incident and develop options to manage the situation and to reduce future risks. • Identify own strengths and areas of improvement; complete a plan to address the identified needs. • Consider a nutrition problem (e.g., obesity, poor calcium intake, unsafe food served at a facility); develop solutions to this problem that takes into account viewpoints and positions of various stakeholders. • Consider the arguments for and against exposing a colleague/classmate engaged in unethical behavior. Develop recommendations on this issue that could serve as a guide for others. |
| <p>6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.</p> | <p>6.2.1 Identifies, explains and applies the steps of the scientific method and processes.</p> <p>6.2.2 Articulates a clear research question or problem and formulates a hypothesis.</p> <p>6.2.3 Identifies and demonstrates appropriate research methods.</p> <p>6.2.4 Interprets and applies research ethics and responsible conduct in research.</p> <p>6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies.</p> | <ul style="list-style-type: none"> • Design a study including research question, analysis plan and IRB submission, completes study and enters and analyzes data. • Assess research articles and formulate educated decisions. • Read journal articles, analysis, summarize and draw a conclusion. • Interpret a piece of research to a lay audience. • Create a detailed research design and submit for ethics board approval. |

Table 4. cont.

| Unit 6: Critical Thinking, Research and Evidence-Informed Practice (cont.) | | |
|--|---|---|
| Competencies | Performance Indicators | Practice Illustrations |
| 6.2 (cont.) | <p>6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed).</p> <p>6.2.7 Translates and communicates research findings and conclusions through a variety of media.</p> | <ul style="list-style-type: none"> • Identify a research project and methodology; and follow research protocols. |
| 6.3 Applies current research and evidence-informed practice to services. | <p>6.3.1 Uses research terminology when communicating with other professionals and publishing research.</p> <p>6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information.</p> <p>6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.</p> <p>6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.</p> | <ul style="list-style-type: none"> • Implement a change in a nutrition program based on research and/or evidence based practices; support and justify the decision to change. • Dispel myths using scientific / evidence-informed information. • Interpret, perform and analyze nutrition research and translate research to the public or communicate in the scientific journal. • Examine other research projects and their analyses. • Design research and incorporate/utilize appropriate statistical analysis. • Design research and incorporate/utilize appropriate statistical analysis. • Critically evaluate and read research. • Create a nutrition plan of care based on evidence-base literature and evidence-informed practice. • Apply research and evidence-informed practice when planning a community, national or global nutrition plan. |

Table 4. cont.

| Unit 7: Core Professional Behaviors Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions. | | |
|---|---|--|
| Competencies | Performance Indicators | Practice Illustrations |
| 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. | 7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. 7.1.4 Applies client/patient-centered principles to all activities and services. 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. | <ul style="list-style-type: none"> • Demonstrate understanding of Continuing Competence. • Set SMART (specific, measurable, achievable, relevant, time-based) goals based on feedback from preceptors, peers and/or clients/patients. • Attend ongoing trainings, seminars and webinars to keep abreast in the field of nutrition and be competent. • Complete a self-assessment of own knowledge, skill and judgment. • Consider and incorporate personal experiences. • Incorporate client’s/patient’s needs and wishes in the nutrition care plan. • Demonstrate understanding of mandatory reporting obligations (e.g. child or elderly abuse, professional misconduct). • Accept responsibilities and accountability for own actions and decisions. • Recognize and maintain professional boundaries; and demonstrate an understanding of transfer and counter transference. • Critically evaluate ethical situations and manage ethical dilemma. • Understand bioethics and health case law; and the implications to practice. • Apply principles of informed consent process to ensure the client/patient can accept or refuse services. • Demonstrate understanding of privacy and confidentiality legislation and organizational policies. • Obtain client/patient consent for the collection, use, and disclosure of personal information. • Demonstrate understanding of confidentiality laws and regulations such as the Health Insurance Portability and Accountability Act (HIPAA). |

Table 4. cont.

| Unit 7: Core Professional Behaviors (cont.) | | |
|--|--|---|
| Competencies | Performance Indicators | Practice Illustrations |
| <p>7.2 Uses effective communication, collaboration and advocacy skills.</p> | <p>7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.</p> <p>7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.</p> <p>7.2.3 Participates in advocacy activities to change or promote new legislation and regulation.</p> <p>7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience.</p> | <ul style="list-style-type: none"> • Communicate in a clear, effective and respectful manner. • Select mode of communication to meet the needs of the audience. • Identify and address barriers to communication. • Adapt communication styles to meet the needs of diverse individuals, groups and populations. • Ensure timely, clear, accurate and valid documentation using correct spelling and grammar. • Demonstrate proficient use of nutrition informatics. • Demonstrate networking skills to build liaisons. • Understand the mentoring role and practices mentoring others. • Communicate to others the role, scope of practice, areas of expertise and value of the RDN and NDTR. • Lead and participate 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

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.1 Demonstrates an understanding of the principles of food and nutrition. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.2 Integrates knowledge of health determinates into all aspects of care and services. | <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?

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.3 Demonstrates knowledge of wellness strategies that contribute to long-term health. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.4 Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.5 Demonstrates understanding of public health system. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.1 Demonstrates ethical behaviors becoming of the profession. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.2 Engages in reflective-practice activities to maintain ongoing competence. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.3 Adheres to legislation, regulations, standards of practice and organizational policies. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.1 Screens basic nutrition and health needs of individuals and communities. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.2 Participates in the development, monitoring and modifications of the client's program. | <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

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.3 Considers 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"/> |
| 3.3.1. 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"/> |

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.4 Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals. | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.5 Organizes community nutrition programs and promotes access to community resources. | <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 |
|--------------------------------------|---|----------------------------------|---------------------------------|
|--------------------------------------|---|----------------------------------|---------------------------------|

| | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 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

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.6 Provides information and pre-developed evidence-informed educational materials to meet the needs of the individual and community. | <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

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 4.1 Demonstrates an understanding of the principles of cultural competence. | <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

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 4.2 Identifies and addresses cultural needs of the individual and community. | <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

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 4.3 Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community. | <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

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.1 Applies effective written and oral communication skills and techniques to achieve desired goals and outcomes. | <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 |
|--|---|--|---|

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"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.2 Works collaboratively with intra- and inter-professional team members, individuals and the community. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.3 Advocates for programs and services for individuals and the community. | <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

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.1 Applies a basic understanding of environmental and genetic factors in the development and management of disease. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.2 Demonstrates an understanding of anatomy and physiology. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.3 Demonstrates an understanding of microbiology and food safety. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.4 Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.5 Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology (health and disease). | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.7 Applies the principles of cultural competence within own practice. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.8 Demonstrates basic knowledge of nutrition pharmacology, and integrative and functional therapy. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.9 Demonstrates knowledge of math and statistics. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.10 Demonstrates knowledge of medical terminology when communicating with individuals. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.11 Demonstrates knowledge of food preparation and techniques. | <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

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.12 Applies technology in the decision-making process. | <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.

- 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.13 Applies nutrition knowledge in the provision of nutrition care at all stages of the life cycle. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.14 Applies knowledge of health promotion and prevention for individuals and groups. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.1 Applies a framework to assess, develop, implement and evaluate program and services. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.2 Conducts and interprets nutritional status screening for individuals, groups or targeted population using standardized tools. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Assessment: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Nutrition Diagnosis: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 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. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Evaluation: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Documentation: 2.3 Utilizes the nutrition care process to manage clients/patients with less complex health needs in a supportive health system. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Medical Nutrition Therapy: 2.4 Performs nutritional interventions for clients with less complex care needs when environmental supports are in place. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Education: 2.4 Performs nutritional interventions for clients with less complex care needs when environmental supports are in place. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Coaching and Counseling: 2.4 Performs nutritional interventions for clients with less complex care needs when environmental supports are in place. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.5 Considers the patient's use of, and beliefs and values related to nutrition integrative and functional therapy. | <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.

- 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.1 Manages the production, distribution, and service of quantity and quality of food products. | <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"/> |

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.2 Coordinates the purchasing, receipt and storage of food products and services. | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.3 Applies principles of food safety and sanitation to the production and service of food. | <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"/> |

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 effective 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.4 Applies an understanding of agricultural practices, food technology and processes. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 4.1 Assesses, implements and evaluates community and population-based programs. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.1 Demonstrates leadership skill to guide practice. | <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.

- 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.2 Planning: Applies principles of organization management. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.2 Organizing: Applies principles of organization management. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.2 Management: Applies principles of organization management. | <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"/> |

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.2 Controls: Applies principles of organization management. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.2 Time Management: Applies principles of organization management. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Motivation and Recognition: 5.2. Applies principles of organization management. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.3 Applies project management principles to achieve project goals and objectives. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.4 Incorporates quality improvement cycle into practice. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.5 Incorporates risk management strategies into practice. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 6.1 Incorporates critical thinking skills in overall practice. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 6.2 Identifies and understands the scientific method and research ethics. | <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

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 6.3 Applies current research and evidence-based practice to services. | <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

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 7.1 Demonstrates ethical behaviors becoming to the profession. | <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 |
|--|---|--|---|

7.1.13. Recognizes and take steps to manage ethical dilemma.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 7.2 Engages in self- reflective practice activities to maintain ongoing competence and professional behaviors. | <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

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 7.3 Adheres to legislation, regulations and standards of practice. | <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.

- 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 8.1 Applies effective communication skills and techniques to achieve desired goals and outcomes. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 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

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 8.2 Works with and facilitates intra- and inter-professional collaboration and teamwork. | <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.

- 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 8.3 Demonstrates advocacy skills to promote awareness and required change. | <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

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

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.

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

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.1. Applies an understanding of environmental and genetic factors in the development and management of disease. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.2. Applies an understanding of anatomy and physiology. | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.3. Applies knowledge of microbiology and food safety. | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.4. Integrates knowledge of chemistry and food science as it pertains to food and nutrition, product development and when making modifications to food. | <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

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.5. Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology (health and disease). | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.6. Applies knowledge of social, psychological and environmental aspects of eating and food. | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.7. Integrates the principles of cultural competence within own practice and when directing services. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.8. Applies knowledge of pharmacology, and integrative and functional therapy to recommend, prescribe and administer nutrition related therapy. | <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

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.9. Applies knowledge of math and statistics. | <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

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.10. Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. | <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"/> |

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.11. Demonstrates knowledge of food preparation and techniques. | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.12. Applies technology in the decision-making process. | <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"/> |

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.13. Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life cycle. | <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

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.14. Applies knowledge of health promotion and prevention for individuals, groups and populations. | <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"/> |

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 1.15. Gains a foundational knowledge on global health issues and nutritional needs. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.1. Creates a framework to assess, develop, implement and evaluate products, programs and services. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.2. Selects, develops or implements nutritional status screening tools for individuals, groups or populations. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 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. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 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.. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 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. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 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. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 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. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Medical Nutrition Therapy: 2.4. Performs or coordinates nutritional interventions for all individuals, groups and populations. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Education: 2.4. Performs or coordinates nutritional interventions for all individuals, groups and populations. | <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"/> |

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: 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Coaching, Counseling and Psychotherapy: 2.4. Performs or coordinates nutritional interventions for all individuals, groups and populations. | <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"/> |

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: 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 2.5. Prescribes or recommends nutrition-related drugs, supplements, nutrition integrative and functional therapy. | <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 |
|--------------------------------------|---|----------------------------------|---------------------------------|
|--------------------------------------|---|----------------------------------|---------------------------------|

| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.1. Oversees the production and distribution of quantity and quality food products. | <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

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.2. Oversees the purchasing, receipt and storage of products used in food production and services. | <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

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.3. Applies principles of food safety and sanitation to the production and service of food. | <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

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 3.4. Applies and demonstrates an understanding of agricultural practices, food technology and processes. | <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.

- 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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 4.1. Assesses, plans, develops, implements and evaluates community, population and global programs to improve the nutritional health of vulnerable populations. | <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"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

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"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

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"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

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"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 4.2. Identifies community, population, global, environmental and public health hazards, and participates in or coordinates the management of the situation. | <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

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 4.3. Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. | <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

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.1. Demonstrates leadership skill to guide practice. | <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.

- 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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Planning: 5.2. Applies principles of organization management . | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Organizing: 5.2. Applies principles of organization management. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Management: 5.2. Applies principles of organization management. | <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.

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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| Controls: 5.2. Applies principles of organization management . | <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

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Time Management: 5.2. Applies principles of organization management. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| Motivation and Recognition: 5.2. Applies principles of organization management. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.3. Applies project management principles to achieve the project goals and objectives. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.4. Leads quality improvement activities to measure, evaluate and improve a program, services, products and initiatives. | <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"/> |

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 5.5. Develops and implements risk-management strategies and programs. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 6.1. Incorporates critical thinking skills in managing more complex situations. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 6.2. Applies scientific methods utilizing ethical research practices, when reviewing, evaluating and conducting research. | <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"/> |

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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 6.3. Applies current research and evidence-based practice to services. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 7.1. Demonstrates ethical behaviors becoming to the profession. | <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.

- 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 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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 7.2. Engages in self-reflective practice activities to develop and demonstrate social and emotional intelligence to maintain ongoing competence and professional behaviors. | <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"/> |

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 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 7.3. Adheres to and advocates for legislation, regulations and standards of practice. | <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"/> |

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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 8.1. Applies effective communication skills and techniques to achieve desired goals and outcomes. | <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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
|---|--------------------------------------|---|----------------------------------|---------------------------------|

| | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 |
|---|--------------------------------------|---|----------------------------------|---------------------------------|
| 8.2. Works with and facilitates intra- and inter-professional collaboration and teamwork. | <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 |
|--|--------------------------------------|---|----------------------------------|---------------------------------|
| 8.3. Demonstrates advocacy skills to promote awareness and required change. | <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.