

# Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners

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## Focus: Public Comment on First Draft (Fall 2016) FEM Associate, Bachelor, Master Standards

- [Appendix A \(FEM Public Comment Survey\)](#)

**PUBLIC COMMENTS ON THE FIRST DRAFT  
OF THE *FUTURE EDUCATION MODEL ACCREDITATION STANDARDS  
FOR ASSOCIATE, BACHELOR AND MASTER DEGREE PROGRAMS  
IN NUTRITION AND DIETETICS*  
FALL 2016**

**PURPOSE**

The purpose of this project was to gather information from various stakeholders on the draft *Future Education Model Accreditation Standards for Associate, Bachelor and Master Degree Programs in Nutrition and Dietetics*.

**METHODOLOGY**

ACEND<sup>®</sup> conducted an online survey (September – December, 2016) to gather stakeholder comments related to the draft *Future Education Model Accreditation Standards*. A copy of the questionnaire is included in Appendix A.

**Demographics.** The questionnaire was divided into six sections. The first section requested demographic information and gave respondents the opportunity to choose which section of the questionnaire they wanted to complete.

**Standards and Required Elements.** Section two focused on the standards and required elements. Respondents were asked to rate their level of agreement with the statement “This required element is clear and easy to interpret” for each required element within each standard using a five-point agreement scale that ranged from 1, strongly disagree to 5, strongly agree. A space for comments was included with each required element.

**Competencies and Performance Indicators.** In Section three, respondents were asked for input on the competencies and performance indicators for the associate degree program. For each competency and its associated performance indicators, respondents were asked to provide two ratings using a five-point agreement scale (1, strongly disagree to 5, strongly agree). Ratings were provided for the statements “This competency and its performance indicators are clear” and “This competency is important for future practice in nutrition and dietetics”. A space for comments was included for each competency.

Section four and five were similar to section three. Section four asked for input on the competencies and performance indicators for the bachelor degree program and section five requested input on the competencies and performance indicators for the master degree program. The same two rating scales that were used for the associate degree program competencies and performance indicators were used for the bachelor and master degree competencies and performance indicators. A space for comments was included for each competency.

**General Comments.** Section six provided comment boxes for general input on the associate, bachelor and master degree standards, competencies and performance indicators. A general comment box also was provided.

## RESULTS

A total of 1,250 individuals responded to the online public comment survey (Table 1). Additionally, nine organizations/groups [Nutrition and Dietetics Educators and Practitioners; Council on Future Practice; Nutrition Informatics Committee (NIC); Interoperability and Standards Committee (ISC); Nutrition Services Payment Committee; School Nutrition Services DPG; Consumer Protection and Licensure Subcommittee; Veteran's Administration administrators; internship directors, nutrition and dietetics educators offering an alternate model; Association of Nutrition Departments and Programs] provided written comments on behalf of their organization/group.

### Input Related to Standards and Required Elements

A portion (13%) of survey respondents chose to provide in depth input on the standards and required elements (Table 2). These respondents provided ratings on the clarity and ease of interpreting each standard and its required elements and gave written comments for potential ways to improve the required elements. As shown in Table 3, most of the required elements were rated 3.75 or higher on the five-point scale suggesting that the required element was clear and easy to interpret. Table 4 includes the ACEND decisions related to the required elements with lower ratings and/or with multiple comments addressing the same concern.

### Input Related to Competencies and Performance Indicators

Several individuals chose to provide in depth input on the competencies and performance indicators for the associate, bachelor and master degree programs (Table 5). These respondents provided ratings on the clarity and importance for future practice of each competency and its performance indicators and gave written comments for potential ways to improve them.

**Associate Degree.** The roles of those who chose to provide in depth input on the competencies and performance indicators for the associate degree program are in Table 5. As shown in Table 6, all of the competencies and performance indicators were rated 3.5 or higher on the five-point scales suggesting that the associate degree competencies and performance indicators were clear and were important for future practice. Table 7 includes ACEND decisions related to the competencies and performance indicators with lower ratings and/or with multiple comments addressing the same concern.

**Bachelor Degree.** A number of individuals chose to provide in depth input on the competencies and performance indicators for the bachelor degree program (Table 5). Table 8 includes ratings for the competencies and performance indicators; all were rated 3.5 or higher on the five-point scales suggesting that the bachelor degree competencies and performance indicators were clear and were important for future practice.

Analysis of variance was used to explore whether ratings differed based on the role of the respondent (e.g. program directors, practitioners) providing the rating. Several differences were found and are noted in Table 8. For differences found in the clarity ratings, preceptors, practitioners and employers indicated more agreement that the competencies and performance indicators were clear than did program directors and faculty. For differences found in the importance to future practice ratings, practitioners and employers indicated more agreement that the competencies were important to future practice than did program directors and faculty.

Table 9 includes ACEND decisions related to the competencies and performance indicators with lower ratings and/or with multiple comments addressing the same concern.

**Master Degree.** Many individuals chose to provide in depth input on the competencies and performance indicators for the master degree program (Table 5). As shown in Table 10, all of the competencies and performance indicators were rated 3.5 or higher on the five-point scales suggesting that the master degree competencies and performance indicators were clear and were important for future practice.

Analysis of variance was used to explore whether ratings differed based on the role of the individual (e.g. program directors, practitioners) providing the rating. Very few differences were found.

Table 11 includes ACEND decisions related to the competencies and performance indicators with lower ratings and/or with multiple comments addressing the same concern.

### **General Comments Related to the Future Education Model Standards**

Many of the respondents in the public comment survey (55%) chose to make their comments in the general comments section of the survey. Some organizations submitted written letters with their comments. Several themes, which were not specific to the standards or competencies emerged. Table 12 includes ACEND decisions related to those themes that reflected multiple comments.

Table 1. Individuals providing public comments

<b>Role</b>	<b>n</b>	<b>%</b>
Practitioners	532	43.9
Program Directors	229	18.9
Preceptors	115	9.5
Program Faculty Members	101	8.3
Students/Interns	97	8.0
Professionals in Other Disciplines	38	3.1
Employers	37	3.0
Other <sup>a</sup>	62	5.1

<sup>a</sup> Other includes former program directors, retired faculty and practitioners

Table 2. Individuals providing in depth input on the future education model standards

<b>Role</b>	<b>n</b>	<b>%</b>
Program Directors	61	37.0
Practitioners	45	27.3
Preceptors	14	8.5
Program Faculty Members	13	7.9
Employers	7	5.5
Professionals Outside Nutrition and Dietetics	6	3.6
Other <sup>a</sup>	20	10.2

<sup>a</sup> Other includes former program directors, students, retired faculty and practitioners

Table 3. Ratings for Future Education Model Required Elements

Standard/Required Elements	n	Clarity <sup>a</sup>	
		Mean ± SD	% Agree/ Strongly Agree
<b>Standard 1. Program Characteristics and Resources</b>			
1.1 Program location	166	3.89±1.39	77%
1.2 Organization culture	162	3.75±1.42	71%
1.3 Program setting	159	4.20±1.03	85%
1.4 Program resources	155	4.06±1.10	81%
1.5 Degree/verification awarded	155	3.83±1.39	73%
1.6 Program director required credentials	153	3.27±1.57	56%
1.6 Program director responsibilities	142	4.10±1.08	85%
1.7 Program length	143	3.17±1.51	52%
<b>Standard 2. Program Mission, Goals and Objectives</b>			
2.1 Mission	126	3.60±1.31	65%
2.2 Goals	125	4.18±0.99	86%
2.3 Program objectives	125	4.11±1.06	86%
2.4 Program required objectives	128	3.91±1.14	76%
<b>Standard 3. Program Evaluation and Improvement</b>			
3.1 Program evaluation plan	124	4.16±0.88	84%
3.2 Evaluation evidence	121	4.11±0.90	84%
3.3 Use of plan	122	4.22±0.74	86%
<b>Standard 4. Curriculum and Learning Activities</b>			
4.1 Curriculum map	121	3.78±1.24	71%
4.2 Learning activities	118	3.39±1.48	60%
<b>Standard 5. Competency Assessment and Curriculum Improvement</b>			
5.1 Competency assessment plan	120	3.83±1.06	74%
5.2 Curriculum review	119	4.00±1.02	80%
<b>Standard 6. Faculty and Preceptors</b>			
6.1 Number of faculty and preceptors	113	4.16±1.00	83%
6.2 Faculty and preceptor requirements	119	3.37±1.39	58%
6.3 Orientation and training	117	3.76±1.25	73%
<b>Standard 7. Supervised Learning Experience Sites</b>			
7.1 Site requirements	115	3.91±1.14	73%
<b>Standard 8. Information to Prospective Students and the Public</b>			
8.1 Compliance with regulations	116	4.24±1.00	85%
8.2 Source of information	115	4.30±0.85	89%
8.3 Required program information	116	4.19±0.96	84%
<b>Standard 9. Policies and Procedures</b>			
9.1 Program operations policies	111	3.94±1.18	76%
9.2 Program policies (a – j)	110	4.14±0.84	84%
9.2 Program policies (k – t)	108	4.22±0.77	85%

<sup>a</sup>Scale: Required element is clear and easy to interpret. 1, strongly disagree to 5, strongly agree

Table 4. Public comments related to required elements and ACEND decision

Required Element	Examples of Comments	ACEND Decision
1.1 Program location	Consortium implies one under another	Use term “partnership”; defined in RE
	Define what is meant by consortium or partnership	
1.2 Organization Structure	Concern if this means the institution providing the experiential learning needs to be incorporated as part of the organizational structure of a university	Deleted; covered in RE 1.1
	Is this needed – covered in RE 1.1	
1.3 Program Setting	Unclear what is meant by this RE – more clarity needed	Eliminated RE 1.3
	The RE seem unnecessary – covered in other REs	
	Not clear how this would this be measured	
1.4 Program resources	Clarify what is meant by this; very wordy	Reworded for clarity
	Why is “scholarship and service” included; the mission of the program is to educate students; scholarship and service are the institution not program responsibility	
1.5 Degree/ verification awarded	What is purpose of verification statement for associate degree	Verification statement removed from RE 1.5 for associate degree; bachelor and master changed to language in 2017 Standards
	Change language to be similar to 2017 to allow for individuals coming into the program with a degree already	
1.6 Program director requirements & responsibilities	Director of master program does not need to have a doctorate – use same language as faculty	Degree and experience requirements for director of master degree program changed
1.7 Program length	Hours required for bachelor degree are too high	Specified hours of supervised learning experience removed; will assess in demonstration programs
	Hours required for bachelor are not high enough	
	Amount of time allowed for alternate experiences should be less	
	Hours required for master degree are not high enough	
	Since standards are designed to be competency based; let program determine what is needed to meet the competencies	
4.2 Learning activities	Learning activities for bachelors should not be same as master; if bachelor doing “less complex” should all disease states be included	Performance indicators removed as a requirement on syllabi; learning activities rewritten to better clarify difference in bachelor and master degree
	Performance indicators should not need to be included on the syllabi	
	Include intellectually and developmentally disabled as one of the conditions	
6.2 Faculty and preceptor requirements	Faculty in master program should not need a doctorate degree; should say graduate degree	Degree requirements for faculty changed
	Faculty in associate and bachelor program should not need a master degree	

Table 5. Individuals providing in depth input on the future education model competencies and performance indicators

Role	Associate		Bachelor		Master	
	n	%	n	%	n	%
Program Directors	9	30.0	23	22.5	30	34.5
Practitioners	8	26.7	45	44.1	20	23.0
Preceptors	1	3.3	5	4.9	8	9.2
Program Faculty Members	2	6.7	8	7.8	10	11.5
Employers	4	13.3	5	4.9	4	4.6
Other <sup>a</sup>	6	20.0	16	15.7	15	17.2

<sup>a</sup> Other includes former program directors, students, retired faculty and practitioners



Table 6. Ratings for Associate Degree Competencies and Performance indicators

Competency	n	Clarity <sup>a</sup>	Importance to Future Practice <sup>b</sup>
<b>Unit 1 Foundational Knowledge</b>			
1.1 Demonstrates an understanding of the principles of food and nutrition.	28	3.57±1.29	3.50±1.55
1.2 Integrates knowledge of determinants of health into all aspects of nutrition care and services.	27	3.56±1.34	3.63±1.36
1.3 Demonstrates knowledge of wellness strategies that contribute to long term health.	27	3.59±1.37	3.65±1.32
1.4 Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage	26	4.15±0.73	4.04±0.93
1.5 Demonstrates understanding of the public health system.	27	3.85±1.13	3.78±1.19
<b>Unit 2: Professionalism</b>			
2.1 Demonstrates ethical behaviors becoming of a professional.	26	4.00±1.20	4.12±0.99
2.2 Engages in reflective practice activities to maintain ongoing competence and self-awareness.	26	3.69±1.38	3.88±1.13
2.3 Adheres to legislation, regulations, standards of practice and organizational policies.	26	4.04±1.04	4.04±0.96
<b>Unit 3: Individual and Community Services</b>			
3.1 Screens basic nutrition and health needs of individuals and communities.	26	3.73±1.25	3.72±1.34
3.2 Participates in the development, monitoring and modifications of the client/patient's nutrition programs.	25	3.72±1.34	3.64±1.38
3.3 Considers the factors that impact food availability in the community within the social determinants of health.	26	4.04±1.04	4.04±0.96
3.4 Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals.	24	4.08±0.93	3.83±1.27
3.5 Coordinates community nutrition programs and promotes access to community resources.	24	3.71±1.19	3.79±1.10
3.6 Provides nutrition information and approved evidence-informed nutrition educational materials to meet the needs of the individual and community.	24	3.67±1.24	3.71±1.12
<b>Unit 4: Cultural Competence</b>			
4.1 Demonstrates an understanding of the principles of cultural competence.	24	3.71±1.27	4.13±0.79
4.2 Identifies and addresses cultural needs of the individual and community.	24	3.83±1.24	4.00±1.02
4.3 Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community.	22	3.73±1.32	3.82±1.18

<sup>a</sup> Scale: "This competency and its performance indicators are clear" 1, strongly disagree to 5, strongly agree

<sup>b</sup> Scale: "This competency is important for future practice in nutrition and dietetics" 1, strongly disagree to 5, strongly agree

Table 6. cont.

<b>Unit 5: Communication, Collaboration and Advocacy</b>			
<b>5.1</b> Applies effective written and oral communication skills and techniques to achieve desired goals and outcomes.	21	3.90±1.04	3.95±1.16
<b>5.2</b> Works collaboratively with intraprofessional and interprofessional team members, individuals and the community.	21	3.95±1.16	4.00±1.09
<b>5.3</b> Advocates for nutrition programs and services for individuals and the community.	21	3.67±1.15	3.71±1.01

Table 7. Public comments related to associate degree competencies and performance indicators and ACEND decision

Competency/Performance Indicator	Examples of Comments	ACEND Decision
PI 1.1.4 Investigates and suggests improvements to basic nutritional risk management plans	“Investigates” too high a level verb	Changed to: Identifies common risks and suggests improvements to basic nutritional risk management plans
C 1.3. Demonstrates knowledge of wellness strategies that contribute to long term health	Per Physical Activity Guidelines for Americans change “exercise” to ‘physical activity’	Changed “exercise” to “physical activity” throughout; changed from “client/patient” to “individual” throughout; deleted 1.3.5 and 1.3.6
	Question whether the practitioner works with “clients/patients” or “individuals”	
PI 2.3.1 Understands governance of nutrition and dietetics such as legislative scope of nutrition and dietetics practice and the Code of Ethics for the nutrition and dietetics profession	Awkward wording; can it be stated more clearly	Changed to: Understands legislative scope of practice and the professional ethics for nutrition and dietetics practitioners.
C 5.1 Applies effective written and oral communication skills and techniques	Many of the performance indicators seem duplicative; can some be eliminated	Eliminated PI 5.1.1, 5.1.6, 5.1.8, 5.1.9, 5.1.10

Table 8. Ratings for Bachelor Degree Competencies

Competency	n	Clarity <sup>a</sup> Mean±SD	Importance to Future Practice <sup>b</sup> Mean±SD
<b>Unit 1 Foundational Knowledge</b>			
<b>1.1</b> Applies a basic understanding of environmental and genetic factors and food in the development and management of disease.	102	4.19±1.02	4.47±0.87
<b>1.2</b> Demonstrates an understanding of anatomy and physiology.	100	4.31±1.09	4.52±0.79
<b>1.3</b> Demonstrates an understanding of microbiology related to food and nutrition and food safety.	97	4.28±1.02	4.47±0.76
<b>1.4</b> Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition.	97	4.15±1.18	4.30±0.98
<b>1.5</b> Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology.	96	4.35±1.08	4.49±0.97
<b>1.6</b> Applies knowledge of social, psychological and environmental aspects of eating and food.	98	4.32±1.05	4.48±0.87
<b>1.7</b> Applies the principles of cultural competence within own practice.	98	4.31±0.98	4.52±0.86
<b>1.8</b> Demonstrates basic knowledge of pharmacology and integrative and functional nutrition.	97	4.08±1.24	4.33±1.06
<b>1.9</b> Demonstrates knowledge of math and statistics.	97	4.18±0.99	4.24±0.90
<b>1.10</b> Demonstrates knowledge of medical terminology when communicating with individuals.	95	4.35±0.99	4.46±0.88
<b>1.11</b> Demonstrates knowledge of food preparation techniques.	96	4.35±0.98	4.46±0.88
<b>1.12</b> Applies nutrition informatics in the decision making process.	95	4.14±1.11	4.30±1.01
<b>1.13</b> Applies nutrition knowledge in the provision of nutrition care at all stages of the life cycle.	97	4.33±0.95	4.56±0.75
<b>1.14</b> Applies knowledge of nutritional health promotion and disease prevention for individuals and groups.	98	4.28±1.01	4.52±0.79
<b>Unit 2: Client/Patient Services</b>			
<b>2.1</b> Applies a framework to assess, develop, implement and evaluate nutritional program and services directed to clients/patients whose nutritional health needs are less complex.	87	4.28±0.99*	4.39±0.91
<b>2.2</b> Conducts and interprets nutrition screening using standardized tools for individuals, groups or targeted populations whose nutritional health needs are less complex.	85	4.34±0.92	4.48±0.77
<b>2.3</b> Utilizes the nutrition care process to manage clients/patients with less complex nutritional health needs when practice setting environmental supports are in place.	88	3.76±1.36	4.25±1.22
<b>2.4</b> Performs nutritional interventions for client/patient with less complex nutrition care needs when environmental supports are in place.	79	4.05±1.30*	4.22±1.28*
<b>2.5</b> Considers the client/patient's use of integrative and functional nutrition and related beliefs and values.	80	4.09±1.15*	4.19±1.20*

<sup>a</sup> Scale: "This competency and its performance indicators are clear" 1, strongly disagree to 5, strongly agree

<sup>b</sup> Scale: "This competency is important for future practice in nutrition and dietetics" 1, strongly disagree to 5, strongly agree

\* p<.05; analysis of variance of ratings based on group responding (i.e. program directors, practitioners)

Table 8 cont.

<b>Competency</b>	<b>n</b>	<b>Clarity Mean±SD</b>	<b>Importance to Future Practice Mean±SD</b>
<b>Unit 3: Food Systems Management</b>			
<b>3.1</b> Manages the production, distribution and service of quantity and quality of food products.	77	4.25±0.92	4.19±1.10
<b>3.2</b> Coordinates the purchasing, receipt and storage of food products and services.	77	4.30±0.81	4.13±1.14
<b>3.3</b> Applies principles of food safety and sanitation to the production and service of food.	77	4.32±0.89	4.3±0.94
<b>3.4</b> Applies an understanding of agricultural practices and processes.	75	4.05±1.05	3.99±1.10
<b>Unit 4: Community and Population Health Nutrition</b>			
<b>4.1</b> Works collaboratively with others to assesses, implement and evaluate community and population based programs.	76	4.39±0.71	4.18±1.02
<b>Unit 5: Leadership, Business, Management and Organization</b>			
<b>5.1</b> Demonstrates leadership skills to guide practice.	74	4.18±1.02*	4.41±0.81
<b>5.2</b> Applies principles of organization management.	73	4.18±1.11*	4.21±1.11*
<b>5.3</b> Applies project management principles to achieve project goals and objectives.	74	4.24±0.99*	4.28±1.01*
<b>5.4</b> Incorporates quality improvement into nutrition and dietetic practice.	73	4.27±0.96*	4.27±0.99*
<b>5.5</b> Incorporates risk management strategies into practice.	73	4.14±1.03*	3.97±1.19*
<b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b>			
<b>6.1</b> Incorporates critical thinking skills in overall practice.	74	4.28±1.00*	4.46±0.83*
<b>6.2</b> Identifies and understands the scientific method and research ethics.	73	4.30±0.97*	4.44±0.77
<b>6.3</b> Applies current research and evidence-informed practice to services.	74	4.38±0.85*	4.53±0.73*
<b>Unit 7: Professionalism</b>			
<b>7.1</b> Demonstrates ethical behaviors in accordance to the professional Code of Ethics.	74	4.42±0.96	4.59±0.74*
<b>7.2</b> Engages in self-reflective practice to maintain ongoing competence and professional behaviors.	73	4.40±0.88	4.47±0.85
<b>7.3</b> Adheres to nutrition related legislation, regulations and standards of practice.	74	4.46±0.83	4.51±0.76
<b>Unit 8: Communication, Collaboration and Advocacy</b>			
<b>8.1</b> Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.	74	4.45±0.81	4.55±0.68
<b>8.2</b> Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.	73	4.22±1.00*	4.33±0.97*
<b>8.3</b> Demonstrates advocacy skills to promote awareness and required change.	74	4.26±0.86	4.23±0.91

Table 9. Public comments related to bachelor degree competencies and performance indicators and ACEND decision

Competency/Performance Indicator	Examples of Comments	ACEND Decision
C 1.1 Applies basic understanding of environmental and genetic factors and food in the development and management of disease	Term “genetic” is not broad enough to reflect current practice	Changed to: Applies a basic understanding of environmental and molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.
C 1.8 Demonstrates basic knowledge of pharmacology and integrative and functional nutrition	Concepts of pharmacology and integrative and functional nutrition should be separated	Created two new competencies and modified performance indicators. C 1.8 Demonstrates knowledge of food and drug interactions C 1.9 Demonstrates basic knowledge of complementary and integrative nutrition
	Use NIH term “complementary and integrative nutrition”	
	Ensure that integrative and functional nutrition is evidence-based	
	Too high a level for bachelor level	
C 2.3 Utilizes the nutrition care process to manage clients/patients with less complex nutritional health needs when practice setting environmental supports are in place C 2.4 Performs nutritional interventions for client/patient with less complex nutrition care needs when environmental supports are in place C 2.5 Considers client/patient’s use of integrative and functional nutrition and related beliefs and values	Too high level for bachelor prepared; overlaps with master	Major revision to clarify and differentiate bachelor and master graduates. C 2.3, 2.4, and 2.5 deleted; new competencies written (C 2,3 – C 2.5) and environmental supports defined (C 2.3): C 2.3 Conducts a nutrition assessment on individuals with less complex or less acute nutritional health care needs when environmental supports (e.g. policies, procedures, validated tools, administration, credentialed staff such as registered dietitian nutritionists) are in place C 2.4 Creates PES (problem, etiology and sign or symptom) statement for less complex, less acute nutritional health care needs when environmental supports are in place to inform the plan of care. C 2.5 Recommends and implements interventions in collaboration with the client/patient and other team members, when environmental supports are in place C 2.6 Monitors and evaluates the impact of the intervention
	Better differentiate role of bachelor and master prepared practitioners	
	Concern for licensure and scope of practice	
	Not clear what is meant by “environmental supports”	

Table 9. cont.

Competency/Performance Indicator	Examples of Comments	ACEND Decision
C 5.1 Applies leadership skills to guide practice	Too high a level for bachelor degree	Changed wording to: Demonstrates leadership skills
C 5.2 Applies principles of organization management	Intent of competency not clear	Changed wording to: Applies organization management to direct staff and support department operations
Competency Unit 7 Professionalism Behaviors and Unit 8 Communication, Collaboration and Advocacy	Is all the detail in the performance indicators needed; much of this seems like common sense	Combined competency units 7 and 8 into a new unit 7 Core Professional Behaviors with two competencies: C 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services and C 7.2 Uses effective communication, collaboration and advocacy skills
General Comments	Too many competencies and performance indicators.	Number of competencies reduced from 38 to 36 and performance indicators reduced from 216 to 166

Table 10. Ratings for Master Degree Competencies

Competency	n	Clarity <sup>a</sup> Mean±SD	Importance to Future Practice <sup>b</sup> Mean±SD
<b>Unit 1 Foundational Knowledge</b>			
1.1 Applies an understanding of environmental and genetic factors and food in the development and management of disease.	88	3.85±1.20	4.06±1.12
1.2 Applies an understanding of anatomy and physiology.	85	4.26±1.09	4.34±1.08
1.3 Applies knowledge of microbiology and food safety.	85	3.91±1.23	4.17±1.11
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.	83	3.89±1.23	4.08±1.16
1.5 Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology, health and disease.	84	4.14±1.12	4.43±1.00
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.	83	3.92±1.20	4.15±1.11
1.7 Integrates the principles of cultural competence within own practice and when directing services.	83	4.07±1.10	4.24±1.07
1.8 Applies knowledge of pharmacology and integrative and functional nutrition to recommend, prescribe and administer medical nutrition therapy.	83	3.73±1.28	4.19±1.11
1.9 Applies knowledge of math and statistics.	83	4.01±1.13	4.02±1.16
1.10 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.	79	4.23±1.05	4.30±1.04
1.11 Demonstrates knowledge of food preparation techniques.	81	3.98±1.21	4.06±1.13
1.12 Applies nutrition informatics in the decision making process.	81	3.75±1.17*	4.11±1.01
1.13 Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life cycle.	81	4.19±1.03	4.29±.99
1.14 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.	83	3.99±1.21	4.35±1.03
1.15 Gains a foundational knowledge on global health issues and nutritional needs.	82	3.84±1.12	3.94±1.13
<b>Unit 2: Client/Patient Services</b>			
2.1 Uses a framework to assess, develop, implement and evaluate products, programs and services.	73	3.77±1.18	4.14±1.04
2.2 Selects, develops or implements nutritional status screening tools for individuals, groups or populations.	72	4.03±1.15	4.25±1.10
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.	72	4.10±1.19	4.44±1.05
2.4 Performs or coordinates nutritional interventions for individuals, groups or populations.	74	3.85±1.32	4.30±1.08
2.5 Prescribes or recommends nutrition-related pharmacotherapy and integrative and functional nutrition.	70	3.63±1.41	3.86±1.33

<sup>a</sup> Scale: “This competency and its performance indicators are clear” 1, strongly disagree to 5, strongly agree

<sup>b</sup> Scale: “This competency is important for future practice in nutrition and dietetics” 1, strongly disagree to 5, strongly agree

\* p<.05; analysis of variance of ratings based on group responding (i.e. program directors, practitioners)



Table 10. cont.

<b>Competency</b>	<b>n</b>	<b>Clarity Mean±SD</b>	<b>Importance to Future Practice Mean±SD</b>
<b>Unit 3: Food Systems Management</b>			
<b>3.1</b> Oversees the production and distribution of quantity and quality food products.	73	3.97±1.13	3.95±1.20
<b>3.2</b> Oversees the purchasing, receipt and storage of products used in food production and services.	72	3.97±1.05	3.70±1.28
<b>3.3</b> Applies principles of food safety and sanitation to the production and service of food.	73	3.86±1.18	3.83±1.24
<b>3.4</b> Applies and demonstrates an understanding of agricultural practices and processes.	71	3.88±1.16	3.72±1.27
<b>Unit 4: Community and Population Health Nutrition</b>			
<b>4.1</b> Follows programming planning steps to develop and implement community, population and global programs.	71	3.94±1.23	4.04±1.13
<b>4.2</b> Identifies environmental and public health hazards that impact nutrition and participates in or coordinates the management of the situation.	69	3.86±1.27	3.90±1.21
<b>4.3</b> Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.	70	3.66±1.38	3.74±1.31
<b>Unit 5: Leadership, Business, Management and Organization</b>			
<b>5.1</b> Demonstrates leadership skills to guide practice.	69	3.86±1.29	4.10±1.15
<b>5.2</b> Applies principles of organization management.	71	3.80±1.40	3.93±1.32
<b>5.3</b> Applies project management principles to achieve project goals and objectives.	70	4.01±1.23	3.93±1.22
<b>5.4</b> Leads quality improvement activities to measure evaluate and improve a program services products and initiatives.	71	4.00±1.29	4.11±1.19
<b>5.5</b> Develops and implements risk management strategies and programs.	70	3.74±1.30	3.68±1.30
<b>Unit 6: Critical Thinking, Research and Evidence-Informed Practice</b>			
<b>6.1</b> Incorporates critical thinking skills in managing complex situations.	70	3.94±1.35	4.11±1.30
<b>6.2</b> Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.	71	4.27±1.06	4.25±1.11
<b>6.3</b> Applies current research and evidence-informed practice to services.	71	4.31±1.12	4.45±1.05
<b>Unit 7: Professionalism</b>			
<b>7.1</b> Demonstrates ethical behaviors in accordance to the professional Code of Ethics.	71	4.30±.98	4.38±1.03
<b>7.2</b> Engages in self-reflective practice activities to develop and demonstrate social and emotional intelligence to maintain ongoing competence and professional behaviors.	69	4.10±1.09	4.22±1.06
<b>7.3</b> Adheres to nutrition related legislation, regulations and standards of practice.	71	4.30±1.01	4.42±.94

Table 10. cont.

<b>Unit 8: Communication, Collaboration and Advocacy</b>	<b>n</b>	<b>Clarity</b> Mean±SD	<b>Importance to Future Practice</b> Mean±SD
<b>8.1</b> Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.	72	4.04±1.30	4.18±1.25
<b>8.2</b> Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.	71	3.97±1.40	4.14±1.28
<b>8.3</b> Demonstrates advocacy skills to promote awareness and required change.	71	3.86±1.42	3.72±1.46

Table 11. Public comments related to master degree competencies and performance indicators and ACEND decision

Competency/Performance Indicator	Examples of Comments	ACEND Decision
C 1.1 Applies an understanding of environmental and genetic factors and food in the development and management of disease	Term “genetic” is not broad enough to reflect current practice	Changed to: Applies an understanding of environmental and molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.
C 1.8 Applies knowledge of pharmacology and integrative and functional nutrition to recommend, prescribe and administer medical nutrition therapy	Concepts of pharmacology and integrative and function nutrition should be separated	Created two new competencies and modified performance indicators. C 1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy C 1.9 Applies an understanding of complementary and integrative nutrition on drugs, disease, health and wellness
	Use NIH term “complementary and integrative nutrition”	
	Ensure that integrative and function nutrition is evidence-based	
C 2.5 Prescribes or recommends nutrition-related pharmacotherapy and integrative and function nutrition	Too high level for entry-level master prepared	Integrative and function nutrition removed from this competency; Revised wording: Prescribes, recommends and administers nutrition-related pharmacotherapy.
	Much of the Integrative and function nutrition is not evidence-based; not sure dietitian should be prescribing this	
C 3.1 Oversees the production and distribution of quantity and quality food products	“oversees” seems too low of a verb level	Wording changed to: Directs the production and distribution of quantity and quality of food products
C 4.2 Identifies environmental and public health hazards that impact nutrition and participate in or coordinates the management of the situation	Too high level for entry-level master prepared	C 4.2 and its performance indicators deleted
	Practice sites will not allow students to do this	
Competency Unit 7 Professionalism Behaviors and Unit 8 Communication, Collaboration and Advocacy	Is all the detail in the performance indicators needed; much of this seems like common sense	Combined competency units 7 and 8 into a new unit 7 Core Professional Behaviors with two competencies: C 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services and C 7.2 Uses effective communication, collaboration and advocacy skills
General Comments	Too many competencies and performance indicators.	Number of competencies reduced from 41 to 37 and performance indicators reduced from 274 to 218

Table 12. Public comments related to Future Education Model Standards and ACEND decision

Competency/Performance Indicator	Examples of Comments	ACEND Decision
Degree for entry-level Registered Dietitian Nutritionist (RDN)	Degree should be master degree as proposed	Continue with development of master degree standards with competencies designed for added skills needed in future practice; evaluate outcomes in the demonstration programs
	Degree should be bachelor level using current education model (CP, DPD, DI); master degree should be advanced practice	
	Degree should be practice doctorate	
Degree for entry-level Nutrition and Dietetics Technician, Registered (NDTR)	Degree should be bachelor degree as proposed	Continue with development of bachelor degree standards with competencies designed to elevate practice; evaluate outcomes in the demonstration programs; rename the graduate a Food and Nutrition Practitioner
	Degree should be associate level using current education model	
	Universities will not support a bachelor degree program that prepares “technicians”	
Associate degree for Nutrition Health Worker	This new degree/position should be implemented as proposed	Continue with development of associate degree standards with competencies designed to prepare a community support practitioner; evaluate outcomes in the demonstration programs; rename the graduate a Nutrition Health Associate
	This option should be eliminated, there are not positions for this proposed associate degree practitioner	
	Change the title, term “worker” is demeaning	
Prerequisite requirement for master degree	Program should be given flexibility to set the prerequisites for their program	Continue to allow master degree programs the flexibility to establish their own pre-requisite requirements; evaluate in the demonstration programs
	The bachelor degree should be a required prerequisite for the master degree	
Generalist vs specialist for master degree	Master degree should have designated specialist focus; foodservice, clinical, community	Establish the core competencies for the master degree program; programs will retain the flexibility to choose whether to offer specialty tracks/concentrations; evaluate in the demonstration programs
	Programs should be able to determine whether to have focus area	
Share raw data	All raw data should be shared	To follow common research practice, reduce confirmation bias, and protect confidentiality, ACEND has data analyzed and releases a summary of input received

**Appendix A**

**Future Education Model Standards**

**Public Comment Questionnaire**

## **Introduction**

**The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has released the draft *Standards for the Future Education Model Associate, Bachelor and Master Degree Programs in Nutrition and Dietetics* for public comment.**

**The Future Education Model Standards can be found at [www.eatrightacend.org/ACEND/Standards](http://www.eatrightacend.org/ACEND/Standards). ACEND encourages that you open this web address in your browser to facilitate viewing the Standards as you complete this survey.**

**ACEND anticipates that providing detailed feedback on each of the standards and competencies could take 45 minutes or more. You do not need to answer every question; you are given the option of answering only the sections and questions you choose. You can provide input on individual standards, specific competencies or you can provide general comments only, if you prefer.**

**You do not need to provide all of your input at one time. The survey is designed to save your responses and allows you to return to the survey as many times as you need as long as you reenter the survey from the same computer each time.**

**Thank you for your input. If you have questions please email [ACEND@eatright.org](mailto:ACEND@eatright.org).**

## DEMOGRAPHIC INFORMATION

1. From what perspective will you be responding to this questionnaire? (please choose one perspective on which to base your response)

- Program Director
- Program Faculty Member
- Preceptor
- Student/Intern
- ACEND Program Reviewer
- Nutrition and Dietetics Practitioner
- Employer of Nutrition and Dietetics Practitioners
- Professional who works with Nutrition and Dietetics Practitioners
- Other (please specify)

\* 2. You have the opportunity to provide either detailed feedback on each standard, its required elements, the proposed competencies and performance indicators or to provide general comments on the proposed standards and competencies. Which section of the questionnaire would you like to go to first to provide your feedback?

- I want to provide detailed feedback on each standard
- I want to provide detailed feedback on the competencies and performance indicators
- I want to provide general comments only on the standards, competencies and performance indicators

## **STANDARDS**

**ACEND has developed accreditation standards for associate, bachelor and master degree programs in nutrition and dietetics under the future education model. The following pages provide the opportunity to give input on the proposed standards and the required elements for each standard.**

**When the standards differ based on the degree level of the program that distinction will be noted with the program degree level (associate, bachelor, master) indicated.**

**When no program degree level is listed or when (all programs) is stated, the standard applies to all three degree level programs.**



**STANDARD 1**

**STANDARD 1: Program Characteristics and Resources**

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

**3. Required Element 1.1** The program must be housed in, or offered in a consortium or partnership relationship with, a college or university located in the U.S. or its territories that is accredited in good standing by a U.S. regional institutional accrediting body for higher education.

a. A formal agreement must exist when two or more organizations sponsor the program detailing the responsibilities of each organization.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**4. Required Element 1.2** The program must be integrated within the administrative structure of the sponsoring, consortium or partnership organization(s), as evidenced by an organization chart showing the relationship of the associate/bachelor/master degree program in nutrition and dietetics to other programs/services and if applicable, the relationship among the sponsoring consortium or partnership organization.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**5. Required Element 1.3** The program shall provide an organizational setting conducive to nutrition and dietetics learning, scholarship and service.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**6. Required Element 1.4** The program shall have the support, learning and financial resources needed to fulfill its stated mission and goals; achieve its instructional, scholarship and service objectives, and provide a quality education for the numbers of students enrolled. Support services must include clerical or other staff, physical facilities, access to information or other technologies, student services support, technological support, and administrative support. The formal agreement among consortium or partnership members must clearly define financial and other resource contributions of each member to the total program. Programs offering tracks (such as distance, part-time/full-time) must document the support, learning and financial resources provided to each track.

- a. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short and long term program and student outcomes and if applicable, shows the contributions of each consortium or partnership organization.
- b. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**7. Required Element 1.5**

The program must award an associate degree and a verification statement upon completing program requirements. (associate)

The program must award a bachelor degree and a verification statement upon completing program requirements. (bachelor)

The program must award at least a master degree and a verification statement upon completing program requirements. (master)

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

No Opinion

This required element is clear and easy to interpret.

Comments:

**8. Required Element 1.6** The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.

**a.** Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.

**b.** The program must have a designated director who:

1. Has earned at least a master's degree. (~~associate & bachelor~~)  
Has earned a doctoral degree or be in the process of earning one within the next five years. (~~master~~)
2. Is credentialed as a registered dietitian nutritionist or a nutrition and dietetics technician, registered by the Commission on Dietetic Registration. (~~associate & bachelor~~)  
Is credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.  
(~~master~~)
3. Has a minimum of three years professional experience post credentialing. (~~associate & bachelor~~)  
Has a minimum of five years professional experience post credentialing (~~master~~)
4. Is a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution.
5. Does not direct another ACEND-accredited nutrition and dietetics education program.
6. If the program is offered as a consortium or partnership, one individual must serve as program director and have primary responsibility for the program and communication with ACEND.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**9. Required Element 1.6 (cont.)**

**c.** The program director responsibilities must include, but are not limited to:

1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.
2. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).
3. Student recruitment, advisement, evaluation and counseling.
4. Maintenance of program accreditation including:
  - a. Timely submission of fees, reports and requests for major program changes;
  - b. Maintenance of the program's student records, including student advising plans and verification statements;
  - c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;
  - d. On-going review of program's curriculum to meet the accreditation standards;
  - e. Facilitation of processes for continuous program evaluation and student learning outcomes assessment;
  - f. Communication and coordination with program faculty, preceptors and others involved with the program and its students; and
  - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration credentialing exam. (bachelor & master)

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

10. **Required Element 1.7** The program must determine its length (in years) after taking into consideration learning activities that students must accomplish, required hours of supervised learning experience, and mandates from the program's administration or state legislation. Programs offering tracks must document any differences that exist in program length among the tracks.

a. The program must specify the program length (in years). The program must document that students complete at least 300 (associate)/450 (bachelor)/1200 (master) hours of supervised learning experiences with a minimum of 225 (associate) 350 (bachelor)/900 (master) hours as supervised practice hours in professional work settings; a maximum of 75 (associate)/100 (bachelor)/300 (master) hours of the supervised learning experience hours can be in alternate experiences such as simulation, case studies and role playing.

b. A maximum of 75 (associate)/100 (bachelor)/300 (master) hours of the supervised learning experience hours can be conducted in international locations but must be supervised practice hours in professional work settings.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**STANDARD 2**

**STANDARD 2: Program Mission, Goals and Objectives**

**The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for practice as a nutrition health worker (associate)/Nutrition and Dietetics Technician, Registered (bachelor)/Registered Dietitian Nutritionist (master). The mission, goals, and objectives must reflect the program.**

**11. Required Element 2.1** The program must have a mission that distinguishes it from other programs in the sponsoring organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of students for practice as a:

- nutrition health worker (associate).
- nutrition and dietetics technician, registered (bachelor)
- registered dietitian nutritionists (master)

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**12. Required Element 2.2** The program must have at least two goals focused on program outcomes that reflect the program’s mission.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**13. Required Element 2.3** The program must establish one or more program objectives as needed to evaluate achievement of each of the program's goals and demonstrate that the program is operating in the interest of students and the public.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**14. Required Element 2.4** The program also must set the following required program objectives and align them with their program goals:

- a. Program Completion: The program must develop an objective that states at least 80% percent of program students complete program/degree requirements within 150% of the program length (as defined in years). (all programs)
- b. Graduate Employment: The program must develop an objective that states the percent of program graduates who are expected to be employed in nutrition and dietetics or related fields within 12 months of graduation. (all programs)
- c. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate preparation for entry-level practice. (all programs)
- d. Registration Exam:
  - 1. The program must develop an objective that states the percent of program graduates who are expected to take the Commission on Dietetics Registration (CDR) credentialing exam for nutrition and dietetics technicians (bachelor)/dietitian nutritionists (master) within 12 months of program completion.
  - 2. The program must develop an objective that states at least 80% of graduates over a five-year period pass the CDR credentialing exam for nutrition and dietetics technicians (bachelor)/dietitian nutritionist (master) within one year following first attempt. If less than five years of pass rate data are available, programs will be evaluated on data available.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:



**STANDARD 3**

**STANDARD 3 Program Evaluation and Improvement**

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

**15. Required Element 3.1** A program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:

- a. Each program goal.
- b. Objective(s) that will be used to evaluate achievement of each program goal.
- c. Qualitative and/or quantitative data needed to determine if goals and objectives have been achieved.
- d. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).
- e. Evaluation methods that will be used to collect the data.
- f. Individuals responsible for ensuring that data are collected.
- g. Timeline for collecting the necessary data.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**16. Required Element 3.2** The program must evaluate itself based on its program evaluation plan and provide evidence that:

- a. Data on actual program outcomes for each pathway or track are collected separately according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives.
- b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
- c. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**17. Required Element 3.3** Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**STANDARD 4**

**STANDARD 4: Curriculum and Learning Activities**

**The competencies must be the basis on which the program’s curriculum is built. Demonstration of competence must be integrated in the curriculum and learning experiences throughout the program.**

18. **Required Element 4.1** The Curriculum Map template must be used to document:

- a. Each competency (see Appendix A).
- b. Each of the performance indicators (see Appendix A).
- c. Course(s)/learning experience(s) in which students will complete each of the performance indicators.
- d. How the curriculum is sequentially and logically organized and how the curriculum progresses from introductory to more advanced learning experiences and builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.
- e. If differences exist in curriculum among tracks, separate curriculum maps should be developed.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**19. Required Element 4.2** The program's curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses taught within the academic unit must include the relevant competencies and performance indicators.

a. Learning experiences must prepare students for professional practice with patients/clients with various health conditions. (associate)

a. Learning experiences must prepare students for professional practice with patients/clients with less complex nutritional health needs including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases. (bachelor)

a. Learning experiences must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases. (master)

b. Learning experiences must prepare students to work with various populations and diverse cultures across the life span. (associate)

b. Learning experiences must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults. (bachelor, master)

c. Learning experiences must use a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies. (all programs)

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**STANDARD 5**

**STANDARD 5: Competency Assessment and Curriculum Improvement**

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

**20. Required Element 5.1** A competency assessment plan must be written, reviewed at least annually, updated as needed and include the following components:

- a. Each competency (see Appendix A)
- b. Assessment methods used for formative and summative assessment of each competency.
- c. Target for achieving competency for each assessment method
- d. Courses and/or learning experiences in which assessment will occur.
- e. Timeline for collecting formative and summative assessment data. Programs are expected to assess competencies from each unit annually. Within the accreditation cycle, all competencies must be assessed at least once. Competencies that are not met should be assessed annually until met.
- f. Summary of data analysis.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**21. Required Element 5.2** Formal curriculum review must routinely occur and:

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

No Opinion

This required element is clear and easy to interpret.

Comments:

**STANDARD 6**

**STANDARD 6: Faculty and Preceptors**

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

22. **Required Element 6.1** The program must provide evidence that qualified and credentialed, as appropriate, faculty and preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of program objectives and student competencies.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**23. Required Element 6.2** Program faculty and preceptor requirements:

- a. Program faculty (faculty within the academic unit) must hold at least a master degree ~~associate & bachelor~~/doctoral degree (master) and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.
- b. Preceptors must have the education and experience needed to provide appropriate guidance for the experiential learning. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students.
- c. Program faculty, including the program director and preceptors, must show evidence of continued competency appropriate to their teaching or precepting responsibilities, through professional work experience, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
- d. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and preceptors.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**24. Required Element 6.3** Program faculty and preceptor orientation and training requirements:

- a. New program faculty members, instructors, teaching assistants, and preceptors must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program and the ACEND Standards and required competencies.
- b. Program faculty members, instructors, teaching assistants, and preceptors must receive feedback, and training as needed, based on program evaluation and input from students.
- c. Program faculty members, instructors, teaching assistants, and preceptors must receive annual training on the ACEND Standards and required competencies.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:



## STANDARD 7

### STANDARD 7: Supervised Learning Experience Sites

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

25. **Required Element 7.1** Supervised learning experience site requirements:

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

No Opinion

This required element is clear and easy to interpret.

Comments:

**STANDARD 8**

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

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

**26. Required Element 8.1** Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**27. Required Element 8.2** All sources of information for prospective students and the public must provide current and consistent information and each information source must indicate where full program information can be found.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

**28. Required Element 8.3** Information about the program must be readily available to prospective students and the public via a website and must include at least the following:

- a. Accreditation status, including the full name, address, phone number, and website of ACEND on the program's website homepage.
- b. Description of the program, including program's mission, goals and objectives.
- c. A statement that program outcomes data are available upon request
- d. Information about the requirements and process to become a nutrition health worker and how the program fits into the process.
- e. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of student identity (such as for distance learning), uniforms and other program-specific costs/fees, in addition to any institutional fees and tuition.
- f. Application and admission requirements for all tracks for which the program is accredited.
- g. Academic and program calendar or schedule.
- h. Graduation and program completion requirements for all tracks for which the program is accredited.
- i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
- j. Guidance about distance education components, if applicable.
- k. If students are required to locate their own supervised learning experience sites and/or preceptors, requirements for this must be described.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

## **STANDARD 9**

### **STANDARD 9: Policies and Procedures**

**The program must have written policies and procedures that protect the rights of enrolled students and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised learning experience component must be provided to students on a timely basis in a program handbook. The quality of services that are provided to students must be adequate to address their needs.**

**29. Required Element 9.1** Programs are required to have policies and procedures for program operations including:

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

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

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

a. Insurance requirements, including those for professional liability.

b. Liability for safety in travel to or from assigned areas.

c. Injury or illness while in a facility for supervised learning experience.

d. Drug testing and criminal background checks, if required by the supervised learning experience facilities.

e. Requirement that students doing supervised learning experience should not be used to replace employees.

f. When students are paid compensation as part of the program, policies should be in place to define the compensation practices.

g. The process for filing and handling complaints about the program from students and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.

h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted.

i. If the program grants credit, supervised learning experience hours or direct assessment for student's prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.

j. Formal assessment of student learning and regular reports of performance and progress.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

No Opinion

This required element is clear and easy to interpret.

Comments:

31. **Required Element 9.2** (cont.) The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a program handbook or on a program website.

Programs offering tracks must document policies that differ between each track:

- k. Program retention and remediation procedures; students must have access to remedial instruction such as through tutorial support.
- l. Disciplinary/termination procedures.
- m. Graduation and/or program completion requirements for all tracks including maximum amount of time allowed for completing program requirements in effect at the time student enrolls.
- n. Verification statement requirements and procedures ensuring that all students completing requirements as established by the program receive verification statements.
- o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student.
- p. Withdrawal and refund of tuition and fees.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of student information, including identifying information used for distance learning.
- s. Student access to their own student files.
- t. Access to student support services, including health services, counseling and testing and financial aid resources.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This required element is clear and easy to interpret.

Comments:

## Competencies and Performance Indicators

**ACEND has identified expected competencies (knowledge, skills, judgement and attitudes) and performance indicators (factors that define the level of expected performance) of graduates of the future education model associate, bachelor and master degree programs.**

**There are a total of 20 competencies for the associate degree, 38 competencies for the bachelor and 41 competencies for the master degree program. Each competency includes a number of performance indicators that are intended to guide faculty on the activities that will help indicate that performance is developing the desired competency. Each program will be expected to show, in their curriculum map, where each of the competencies and performance indicators are covered in the curriculum (Required Element 4.1) but will assess only the competencies on their competency assessment plan (Required Element 5.1).**

\* 32. Please indicate which section of the questionnaire you would like to complete next:

- I want to provide comments on the **Associate Degree** competencies and performance indicators
- I want to provide comments on the **Bachelor degree** competencies and performance indicators
- I want to provide comments on the **Master degree** competencies and performance indicators
- I want to provide general comments and end the questionnaire



**Associate Degree Competencies and Performance Indicators**

**Unit 1 Foundational Knowledge: Applies foundational food and nutrition knowledge to ensure safe, competent and effective services.**

**33. Competency 1.1** Demonstrates an understanding of the principles of food and nutrition.

**Performance Indicators:**

- 1.1.1 Considers the impact of food and nutrition on wellness, health promotion and disease throughout stages of the life cycle.
- 1.1.2 Incorporates basic knowledge of food and nutrition requirements to provide appropriate services throughout stages of the life cycle and across disease states.
- 1.1.3 Identifies, assesses and manages potential primary nutritional risks that may impact the delivery of safe and effective foodservices.
- 1.1.4 Investigates and suggests improvements to basic nutritional risk management plans.
- 1.1.5 Modifies recipes for acceptability and affordability to accommodate cultural diversity and health status in less complex situations and health conditions.
- 1.1.6 Applies knowledge of food insecurity in the provision of community health services.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear. .

This competency is important for future practice in nutrition and dietetics.

Comments:

**34. Competency 1.2** Integrates knowledge of determinants of health into all aspects of nutrition care and services.

**Performance Indicators:**

1.2.1 Explains to stakeholders how demographic, social and economic factors and ecological issues affect the individual, group and community well-being.

1.2.2 Takes into consideration demographics, lifestyle risk factors and socioeconomic factors to manage food and nutrition needs.

1.2.3 Identifies key environmental factors that affect services and access to food.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**35. Competency 1.3** Demonstrates knowledge of wellness strategies that contribute to long term health.

**Performance Indicators:**

1.3.1 Supports the development and modifications of wellness, exercise and nutrition programs to meet the nutrition needs of the client/patient, community and organization.

1.3.2 Implements wellness activities for various audiences, utilizing agency-approved materials.

1.3.3 Promotes nutritional well-being and assists with self-management for the prevention of non-communicable diseases to the community.

1.3.4 Summarizes how society, media, culture, social norms and peer pressures influence wellness.

1.3.5 Defines dimensions of wellness.

1.3.6 Obtains and interprets information relating to the determinants of health.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**36. Competency 1.4** Applies principles of food safety and sanitation standards specific to culinary skills, food supply and food storage

**Performance Indicators:**

1.4.1 Follows food safety and sanitation regulations, policies and procedures.

1.4.2 Educates others on food safety principles.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Diagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**37. Competency 1.5** Demonstrates understanding of public health system.

**Performance Indicators:**

1.5.1 Identifies appropriate services and refers clients to public health and health care systems.

1.5.2 Promotes nutrition programs and resources within the community.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Diagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**Associate Degree Competencies and Performance Indicators**

**Unit 2: Professionalism**

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

**38. Competency 2.1 Demonstrates ethical behaviors becoming of a professional.**

**Performance Indicators:**

- 2.1.1 Refers individuals for consultation when issues are beyond scope of practice.
- 2.1.2 Takes accountability for actions and decisions.
- 2.1.3 Demonstrates honesty and integrity through trustworthy, transparent, respectful and non-judgmental behaviors.
- 2.1.4 Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or the community.
- 2.1.5 Applies client-centered principles to all activities and services.
- 2.1.6 Understands the dynamics of the provider-client/patient relationship.
- 2.1.7 Recognizes, maintains and balances professional boundaries with clients/patients.
- 2.1.8 Recognizes and manages ethical dilemmas.
- 2.1.9 Analyzes the impact of one’s own professional behaviors, values, beliefs and actions on others.
- 2.1.10 Applies principles of the informed consent process prior to engaging a client in services.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**39. Competency 2.2 Engages in reflective practice activities to maintain ongoing competence and self-awareness.**

**Performance Indicators:**

- 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.
- 2.2.2 Self-reflects on own experiences and personal opinions.
- 2.2.3 Self-reflects on own position and relationships in the community and how this impacts the services provided.
- 2.2.4 Obtains feedback and demonstrates a willingness to consider opinions of others.
- 2.2.5 Identifies and reviews evidence-informed literature and credible health information sources.
- 2.2.6 Demonstrates critical thinking to inform decisions and actions.
- 2.2.7 Reflects on and incorporates own experiences and learning in practice and determines the appropriateness of the situation before proceeding.
- 2.2.8 Develops own learning goals and objectives and identifies activities to meet goals.
- 2.2.9 Maintains current knowledge of evidence-informed nutrition and dietetics information.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**40. Competency 2.3** Adheres to legislation, regulations, standards of practice and organizational policies.

**Performance Indicators:**

- 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.
- 2.3.2 Adheres to confidentiality and privacy legislation, practice standards and organization's policies.
- 2.3.3 Demonstrates awareness of all mandatory reporting obligations.
- 2.3.4 Protects the confidentiality and security of information throughout collection, storage, use, dissemination and destruction process.
- 2.3.5 Works within the defined role and responsibilities outlined by the employer.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

## **Associate Degree Competencies and Performance Indicators**

### **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.**

**41. Competency 3.1 Screens basic nutrition and health needs of individuals and communities.**

**Performance Indicators:**

3.1.1 Uses standardized nutrition screening tools to identify client/patient'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 client/patient's prior function, abilities, nutritional health and environment.

3.1.5 Identifies internal and external environmental factors that may impact the client/patient's or community's nutrition health outcomes.

3.1.6 Identifies and accesses resources that may enhance the nutritional health and wellness of the client/patient and community.

3.1.7 Reports findings to support the development of the nutrition plan and to inform client/patient or community nutrition needs.

3.1.8 Recognizes client/patient'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.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:



**42. Competency 3.2** Participates in the development, monitoring and modifications of the client/patient's nutrition programs.

**Performance Indicators:**

- 3.2.1 Reports nutrition screening data to inform the development of the nutrition plan of care.
- 3.2.2 Accurately communicates client/patient's nutritional health status, symptoms and abilities and facilitates appropriate referrals.
- 3.2.3 Communicates cultural and personal nutrition needs of the client/patient and community to appropriate team members.
- 3.2.4 Supports the client/patient's understanding of the nutrition plan of care in his or her cultural context.
- 3.2.5 Implements the established nutrition program and plan of care in collaboration with the client/patient and other team members.
- 3.2.6 Monitors and reports a client/patient's nutritional health status following established protocols and procedures.
- 3.2.7 Reports changes in nutritional health status, situation, environment and or compliance to appropriate team member.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**43. Competency 3.3** Considers the factors that impact food availability in the community within the social determinants of health.

**Performance Indicators:**

3.3.1 Uses standardized nutrition educational material templates, forms and protocols in menu planning.

3.3.2 Demonstrates basic meal preparation skills applying culinary skills and knowledge of healthy food choices and disease management.

3.3.3 Reviews a client/patient's menus considering the nutrition and health needs based on established criteria and nutrition plan of care.

3.3.4 Considers the factors that impact food availability in the community.

3.3.5 Considers client/patient needs, nutritional requirements, and aesthetic characteristics of foods, following established guidelines.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**44. Competency 3.4** Supports recipe modification and meal planning based on cultural needs and preferences in collaboration with other professionals.

**Performance Indicators:**

3.4.1 Provides nutrition education using approved materials and protocols for meal planning, recipes, understanding food labels and purchasing.

3.4.2 Applies knowledge of basic food science and food preparation techniques.

3.4.3 Reviews meal plans and recipes and makes recommendations for changes based on established criteria.

3.4.4 Promotes healthful food choices and healthful eating behavior.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**45. Competency 3.5** Coordinates community nutrition programs and promotes access to community resources.

**Performance Indicators:**

- 3.5.1 Identifies and explains individual, public, private, organizational and government roles and responsibilities.
- 3.5.2 Maintains current knowledge of community resources available to clients/individuals and the community.
- 3.5.3 Contributes to a community needs assessment and supports implementation of services.
- 3.5.4 Engages in stakeholder consultation to support the development and implementation of a program, service and resource.
- 3.5.5 Takes into consideration sustainability and population disparities when planning for the program, service and resources.
- 3.5.6 Contributes to the design of the nutrition program, service and resources considering the determinants of health.
- 3.5.7 Obtains community and organizational support for the implementation of the program, service and resource.
- 3.5.8 Evaluates services and resources using agency-approved evaluation criteria, tools and methods.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**46. Competency 3.6** Provides nutrition information and approved evidence-informed nutrition educational materials to meet the needs of the individual and community.

**Performance Indicators:**

- 3.6.1 Determines the needs of the client/patient or group considering the determinants of health culture and the readiness for change.
- 3.6.2 Selects appropriate evidence-informed materials to meet the needs of the audience.
- 3.6.3 Selects the appropriate delivery method to meet the needs of the audience and overall nutrition goals.
- 3.6.4 Suggests modifications to the materials to ensure cultural acceptance.
- 3.6.5 Evaluates the effectiveness of the nutrition information and education.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Associate Degree Competencies and Performance Indicators**

**Unit 4: Cultural Competence**

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

**47. Competency 4.1** Demonstrates an understanding of the principles of cultural competence.

**Performance Indicators:**

- 4.1.1 Develops an awareness of how cultural differences influence interactions.
- 4.1.2 Gains a holistic understanding of the client/patient’s and community’s needs considering the determinants of health.
- 4.1.3 Develops self-awareness of personal beliefs, values and biases to better serve clients/patients from different cultures and backgrounds.
- 4.1.4 Respects the human rights of clients/patients and the community.
- 4.1.5 Empowers clients/patients to value cultural identity and well-being.
- 4.1.6 Takes into consideration the culture of the work setting and the different cultures of the team members.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**48. Competency 4.2** Identifies and addresses cultural needs of the individual and community.

**Performance Indicators:**

- 4.2.1 Identifies and addresses barriers to implementing culturally competent practices.
- 4.2.2 Identifies strategies for dealing respectfully with clients/patients whose cultural background or language is different from one's own.
- 4.2.3 Recognizes the importance of social and cultural norms, community wishes and challenges with integration into the community.
- 4.2.4 Modifies services to meet the needs of culturally diverse clients/patients and groups.
- 4.2.5 Promotes delivery of culturally sensitive nutrition care and resources.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**49. Competency 4.3** Demonstrates knowledge of foods, cultural and religious food traditions, eating patterns and trends in the community.

**Performance Indicators:**

- 4.3.1 Identifies client/patient's and group's cultural food and eating patterns.
- 4.3.2 Recognizes cultural diversity in food preparation and traditions.
- 4.3.3 Integrates knowledge of cultural foods when practicing culinary skills and when selecting and providing nutrition educational materials.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

## **Associate Degree Competencies and Performance Indicators**

### **Unit 5: Communication, Collaboration and Advocacy**

**Applies effective communication techniques to achieve common nutrition health goals.**



**50. Competency 5.1** Applies effective written and oral communication skills and techniques to achieve desired goals and outcomes.

**Performance Indicators:**

- 5.1.1 Fosters open, honest, clear and ethical communication.
- 5.1.2 Communicates clearly and effectively.
- 5.1.3 Selects appropriate mode of communication for specific messaging to meet the needs of the audience.
- 5.1.4 Identifies and addresses barriers to communication.
- 5.1.5 Adapts communication style to meet diverse needs of clients/patients and groups.
- 5.1.6 Uses effective verbal and written communication skills to deliver information in a respectful thoughtful manner.
- 5.1.7 Writes clearly concisely and professionally using correct spelling and grammar.
- 5.1.8 Uses active listening techniques.
- 5.1.9 Offers communications in the preferred language of the client/patient and seeks support from a professional interpreter when needed.
- 5.1.10 Interprets and responds to nonverbal communications.
- 5.1.11 Utilizes technology competently, ethically and efficiently to support delivery of services.
- 5.1.12 Documents all client/patient encounters following the standards of the profession and organizational policies.
- 5.1.13 Confirms information is credible and evidence-informed prior to communications

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**51. Competency 5.2** Works collaboratively with intraprofessional and interprofessional team members, individuals and the community.

**Performance Indicators:**

- 5.2.1 Communicates role and responsibilities accurately to others.
- 5.2.2 Applies networking skills to establish opportunities and to support clients/patients and community services.
- 5.2.3 Respects the opinions and values of others.
- 5.2.4 Seeks consultation and refers to other professionals when needed.
- 5.2.5 Demonstrates conflict management skills.
- 5.2.6 Understands meeting management principles in order to effectively participate in meetings and small group activities.
- 5.2.7 Collaborates with community partners and stakeholders in promoting individual, group and community nutritional health.
- 5.2.8 Consults with others and provides nutrition information within the community using agency-approved nutrition education materials.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**52. Competency 5.3** Advocates for nutrition programs and services for individuals and the community.

**Performance Indicators:**

5.3.1 Defines and compares various types of community advocacy.

5.3.2 Participates in activities of an advocacy-based organization.

5.3.3 Networks with internal and community professional groups and organizations.

5.3.4 Identifies and suggests strategies for reaching individuals in populations that do not access available resources in the community.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

\* 53. Which section of the questionnaire would you like to complete next?

- I want to provide detailed comments on the **Bachelor Degree** competencies
- I want to provide detailed comments on the **Master Degree** competencies
- I want to provide General Comments and end the questionnaire

**Bachelor's Degree Competencies and Performance Indicators**

**Unit 1: Foundational Knowledge**

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

54. **Competency 1.1** Applies a basic understanding of environmental and genetic factors and food in the development and management of disease.

**Performance Indicators:**

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.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**55. Competency 1.2** Demonstrates an understanding of anatomy and physiology.

**Performance Indicators:**

- 1.2.1 Recognizes anatomical structures and explains the physiological functions of the body.
- 1.2.2 Describes the physiological processes of humans.
- 1.2.3 Analyzes the impact of disease state, injury and food on different body systems and functions.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**56. Competency 1.3** Demonstrates an understanding of microbiology related to food and nutrition and food safety.

**Performance Indicators:**

- 1.3.1 Applies food safety principles across stages of the life cycle and all stages during the flow of food.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**57. Competency 1.4** Demonstrates knowledge of chemistry and food science as it pertains to food and nutrition.

**Performance Indicators:**

1.4.1 Applies fundamental chemistry and organic chemistry principles to enhance understanding of food.

1.4.2 Applies nutritional biochemistry principles to the understanding of human nutrition health and metabolism.

1.4.3 Explains the chemical nature of food and the impact on food quality, acceptability and compatibility.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**58. Competency 1.5** Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology.

**Performance Indicators:**

1.5.1 Explains ingestion, digestion, absorption, metabolism and excretion of nutrients.

1.5.2 Recognizes nutritional biochemical indicators specific to the disease process.

1.5.3 Explains the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.

1.5.4 Explains the effects of disease, clinical conditions and treatment on nutritional health status.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**59. Competency 1.6** Applies knowledge of social, psychological and environmental aspects of eating and food.

**Performance Indicators:**

1.6.1 Identifies social and psychological factors affecting intake of food and impacting nutritional status.

1.6.2 Demonstrates an understanding of behavioral health as an overall component of health, wellness and nutritional status.

1.6.3 Defines and discusses the practice of sustainability, food and water waste, reusable/biodegradable items, local produce sourcing and access to food.

1.6.4 Identifies key environmental factors that may affect services and/or access to food.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**60. Competency 1.7** Applies the principles of cultural competence within own practice.

**Performance Indicators:**

1.7.1 Demonstrates knowledge of the cultural competence models.

1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends.

1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals.

1.7.4 Identifies and implements strategies to address cultural biases and differences.

1.7.5 Applies culturally sensitive approaches and communication skills.

1.7.6 Develops self-awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:



**61. Competency 1.8** Demonstrates basic knowledge of pharmacology and integrative and functional nutrition.

**Performance Indicators:**

1.8.1 Identifies the major pharmacological classifications to inform potential drug and food interactions.

1.8.2 Recognizes significant drug and nutrient interactions to inform practice and ensure client/patient safety.

1.8.3 Identifies evidence-based literature and resources related to pharmacology and integrative and functional nutrition.

1.8.4 Identifies the purpose, risks, disadvantages and contraindications of commonly used therapies.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**62. Competency 1.9** Demonstrates knowledge of math and statistics.

**Performance Indicators:**

1.9.1 Understands fundamental statistics concepts and basic application.

1.9.2 Demonstrates understanding and applies mathematical concepts and problem solving in nutrition and food-related activities.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**63. Competency 1.10** Demonstrates knowledge of medical terminology when communicating with individuals.

**Performance Indicators:**

1.10.1 Communicates with health care professionals using basic medical terminology.

1.10.2 Uses acceptable medical abbreviations and appropriate medical terminology in oral and written communications.

1.10.3 Demonstrates understanding of common terms used by other disciplines.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**64. Competency 1.11** Demonstrates knowledge of food preparation techniques.

**Performance Indicators:**

1.11.1 Applies appropriate cooking skills and techniques.

1.11.2 Converts recipes and ingredients based on client/patient preferences or dietary needs.

1.11.3 Properly operates equipment and common culinary hand tools.

1.11.4 Complies with and practices safe work habits, identifies safety hazards and employs preventive safety measures.

1.11.5 Applies consistent portion control skills.

1.11.6 Reads and follows recipes.

1.11.7 Ensures foods are aesthetically pleasing, appealing and tasteful.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**65. Competency 1.12** Applies nutrition informatics in the decision making process.

**Performance Indicators:**

- 1.12.1 Applies technology in the decision making process.
- 1.12.2 Describes factors to consider when accessing and evaluating nutritional health information online.
- 1.12.3 Identifies trends in nutritional health care and food systems.
- 1.12.4 Uses electronic databases to obtain information.
- 1.12.5 Proficiently uses new technology to enhance practice and client/patient care.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**66. Competency 1.13** Applies nutrition knowledge in the provision of nutrition care at all stages of the life cycle.

**Performance Indicators:**

- 1.13.1 Compares and contrasts nutrition needs of individuals at all stages of the life cycle using standardized templates and guidelines.
- 1.13.2 Calculates nutritional needs of individuals based on comparative standards.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**67. Competency 1.14** Applies knowledge of nutritional health promotion and disease prevention for individuals and groups.

**Performance Indicators:**

- 1.14.1 Determines impact of physical activity and movement on nutritional needs.
- 1.14.2 Compares the relationship between the determinants of health and dimensions of wellness.
- 1.14.3 Applies knowledge of epidemiology related to dimensions of wellness and disease prevention.
- 1.14.4 Recognizes the cause of disease and threats to the health of individuals and groups.
- 1.14.5 Identifies risk reduction strategies for individuals and groups.
- 1.14.6 Keeps current about media, culture and peer influences on dimensions of wellness.
- 1.14.7 Identifies effects of deficiencies and toxicities of nutrients on nutritional health.
- 1.14.8 Applies behavior change theories for nutritional health promotion and disease prevention.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Bachelor's Degree Competencies and Performance Indicators**

**Unit 2: Client/Patient Services**

**Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.**

68. **Competency 2.1** Applies a framework to assess, develop, implement and evaluate nutritional program and services directed to clients/patients whose nutritional health needs are less complex.

**Performance Indicators:**

- 2.1.1 Conducts an assessment of the practice setting environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services.
- 2.1.2 Identifies opportunities for nutritional intervention/improvement.
- 2.1.3 Implements programs or services following predefined designs, plans or models.
- 2.1.4 Evaluates effectiveness of nutritional programs, products or services by analyzing reasons for variance from expected outcomes and implements new strategies, as appropriate.
- 2.1.5 Collaborates with appropriate stakeholders.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

69. **Competency 2.2** Conducts and interprets nutrition screening using standardized tools for individuals, groups or targeted populations whose nutritional health needs are less complex.

**Performance Indicators:**

- 2.2.1 Selects nutrition and activity screening tools taking into consideration all client/patient factors.
- 2.2.2 Compares nutrition screening results with normative references to determine the nutritional risk level of individuals.
- 2.2.3 Determines the appropriate service and referral needs.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments:

70. **Competency 2.3** Utilizes the nutrition care process to manage clients/patients with less complex nutritional health needs when practice setting environmental supports are in place.

**Performance Indicators:**

**Nutrition Assessment**

- 2.3.1 Conducts a nutrition assessment on individuals with less complex or less acute nutritional health care needs when environmental supports are in place.
- 2.3.2 Collects, assesses and interprets vital signs and anthropometric measures.
- 2.3.3 Collects routine biochemical tests (e.g. capillary blood glucose levels).
- 2.3.4 Identifies abnormal and normal biochemical values and medical test/procedure results.
- 2.3.5 Determines barriers that might influence a client/patient's nutritional status.
- 2.3.6 Determines accuracy and currency of the nutrition assessment data.

**Diagnosis**

- 2.3.7 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and plan of care.
- 2.3.8 Identifies the appropriate validated formulas and performs calculations to determine nutritional requirements.
- 2.3.9 Creates PES (problem, etiology and sign or symptom) statement and outlines reasons for professional opinion, cause and contributing factors.
- 2.3.10 Prioritizes the nutrition diagnosis(es).
- 2.3.11 Determines the need to consult, transfer nutrition care or refer to others.

**Intervention**

- 2.3.12 Recommends an individualized plan of care that addresses nutritional care needs, diagnosis and

client/patient goals in collaboration with the client/patient and team members.

2.3.13 Implements plan of care or intervention in collaboration with the client/patient and other team members.

**Monitoring/Evaluation**

2.3.14 Monitors and evaluates problems, etiology, signs or symptoms and impact of intervention on the nutrition diagnosis.

2.3.15 Applies standardized nutrition care outcome indicators to measure nutrition interventions.

2.3.16 Assesses client/patient's understanding and compliance with nutrition intervention.

2.3.17 Identifies barriers to meeting client/patient's nutrition goals.

2.3.18 Summarizes impact of the sum of all interventions on overall client/patient's nutrition outcomes.

2.3.19 Identifies reasons for deviation from expected nutrition outcomes for a given nutrition intervention for client/patient.

2.3.20 Makes and implements modifications to the plan of care or nutritional intervention in collaboration with the client/patient and health care team.

**Documentation**

2.3.21 Documents all elements of the nutrition care process following professional standards and organizational policies.

2.3.22 Applies coding and billing procedures and policies for nutrition and dietetics services to obtain reimbursement from public and private insurers.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**71. Competency 2.4 Performs nutritional interventions for client/patient with less complex nutrition care needs when environmental supports are in place.**

**Performance Indicators:**

**Medical Nutrition Therapy**

2.4.1 Ensures environmental supports are in place prior to implementing the plan of care.

2.4.2 Manages medical nutrition therapy for clients/patients whose condition or nutritional status is less complex and plan of care, nutrition diagnosis and prognosis are clearly established.

2.4.3 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy.

2.4.4 Applies foundational science knowledge and medical nutrition therapy principles to manage oral diets and oral nutritional supplements.

2.4.5 Monitors tolerance of enteral feedings and adherence to nutrition recommendations for client/patient's whose nutrition therapy has been well established.

2.4.6 Considers client/patient complexity, nutritional impact, indications, side effects, contraindications, benefits, alternatives and foundational sciences when recommending the use of nutritional supplements.

2.4.7 Transfers nutrition care to registered dietitian nutritionist or physician when client/patient needs become more complex, when environment changes or when required nutrition intervention is beyond personal competence or professional scope of practice.

**Education**

2.4.8 Applies education theories, adult learning, pedagogy and education principles.

2.4.9 Assesses audience’s readiness to learn and identifies barriers to learning including client/patient and environmental factors.

2.4.10 Modifies nutrition education materials or delivery methods to meet the needs of the client/ patient or group.

2.4.11 Provides evidence-informed nutrition education to clients/patients and groups.

2.4.12 Translates basic food and general nutrition knowledge into understandable language tailored to the audience.

2.4.13 Evaluates effectiveness of nutrition education and makes modifications as required.

**Coaching and Counseling**

2.4.14 Assesses a client/patient’s needs and appropriateness for the recommended counseling or coaching.

2.4.15 Applies coaching and counseling principles when providing individualized sessions to clients/patients whose needs are less complex and when workplace supports are in place.

2.4.16 Evaluates effectiveness of coaching or counseling and makes modifications as required.

2.4.17 Refers to other professionals when client/patient needs are beyond personal competence or professional scope of practice.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:



**72. Competency 2.5** Considers the client/patient's use of integrative and functional nutrition and related beliefs and values.

**Performance Indicators:**

2.5.1 Demonstrates awareness of integrative and functional nutrition interactions.

2.5.2 Recommends nutritional supplements based on nutrition assessment, while adhering to the professional standards and evidence-informed practice.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Bachelor's Degree Competencies and Performance Indicators**

**Unit 3: Food Systems Management**

**Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.**

**73. Competency 3.1** Manages the production, distribution and service of quantity and quality of food products.

**Performance Indicators:**

- 3.1.1 Plans, designs and coordinates nutritionally sound meals that meet client/patient’s needs and promote nutritional health and disease management.
- 3.1.2 Ensures work activities and products reflect the organization’s mission.
- 3.1.3 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.
- 3.1.4 Implements the use of new kitchen or dietary processes to facilitate efficient and effective services

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**74. Competency 3.2** Coordinates the purchasing, receipt and storage of food products and services.

**Performance Indicators:**

3.2.1 Conducts a facility analysis of equipment and technological needs based on resource availability, anticipated future growth and sustainability.

3.2.2 Identifies and analyzes the need to engage internal or external stakeholders in an agreement or contract.

3.2.3 Applies ethical negotiation skills to manage contracts and professional agreements.

3.2.4 Coordinates human and financial resources to assure appropriate inventory control.

3.2.5 Develops, implements and uses inventory management systems to track and ensure accurate inventory reporting.

3.2.6 Analyzes inventory control as it pertains to the food and supplies of the foodservice operation.

3.2.7 Manages the process of receiving and storing products, demonstrating adherence to food safety code guidelines and regulations.

3.2.8 Manages the relationship between forecasting and production as it pertains to recipe needs and organizational demand.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**75. Competency 3.3** Applies principles of food safety and sanitation to the production and service of food.

**Performance Indicators:**

- 3.3.1 Maintains currency in and follows applicable legislation and guidelines.
- 3.3.2 Follows the required safety and legislation, regulations, guidelines, policies and procedures applicable to the practice setting environment and services provided.
- 3.3.3 Manages activities related to compliance with health and safety requirements.
- 3.3.4 Applies and educates others on food safety principles.
- 3.3.5 Identifies local vulnerabilities in the food supply chain as it relates to bioterrorism, natural disasters and food contamination.
- 3.3.6 Adheres to and educates other on infection prevention and control measures.
- 3.3.7 Supports the implementation of an emergency preparedness plan and distribution of services pertaining to foodservice operations.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**76. Competency 3.4** Applies an understanding of agricultural practices and processes.

**Performance Indicators:**

- 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.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**Bachelor's Degree Competencies and Performance Indicators**

**Unit 4: Community and Population Health Nutrition**

**Applies community and population nutrition health theories when providing support to community or population nutrition programs.**

77. **Competency 4.1** Works collaboratively with others to assesses, implement and evaluate community and population based programs.

**Performance Indicators:**

- 4.1.1 Conducts an assessment of the practice setting, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutrition products, programs and services.
- 4.1.2 Identifies opportunities for nutrition intervention and improvement.
- 4.1.3 Utilizes strategies to evaluate effectiveness, analyzing reasons for variance from expected outcome, and implements new strategies as appropriate.
- 4.1.4 Collaborates with appropriate stakeholders to support the implementation of the nutrition program plan.
- 4.1.5 Applies an evaluation framework, using approved tools and methods, to support the evaluation of the community nutrition program.
- 4.1.6 Makes modifications to the nutrition program or services based on data and in collaboration with others.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Bachelor's Degree Competencies and Performance Indicators**

**Unit 5: Leadership, Business, Management and Organization**

**Demonstrates leadership, business and management principles to guide practice and achieve operational goals.**

**78. Competency 5.1 Demonstrates leadership skills to guide practice.**

**Performance Indicators:**

- 5.1.1 Demonstrates understanding of social situations and dynamics, and ability to operate effectively in a variety of social environments.
- 5.1.2 Communicates at the appropriate emotional level, and understands emotions and emotional situations.
- 5.1.3 Develops interpersonal skills by becoming an active listener and having strong conversational and speaking skills.
- 5.1.4 Sees other's perspectives and is open to and considers other's points of view.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments:

**79. Competency 5.2 Applies principles of organization management.**

**Performance Indicators:**

**Planning**

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.

**Organizing**

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.

**Management**

5.2.5 Engages in human resource activities adhering to applicable legislation and regulations.

5.2.6 Applies understanding of psychological and sociological perspectives when managing staff and engaging in human resource activities.

5.2.7 Applies change management theories and conflict resolution skills to manage and promote positive change.

5.2.8 Uses persuasive communication skills to influence and produce a desired outcome during negotiations and conflict resolution discussions.

5.2.9 Understands and respects roles and responsibilities of the interprofessional team members.

**Controls**

5.2.10 Collects, understands and analyzes financial data to support fiscally responsible decision making.

5.2.11 Collects and reports data to support the analysis of the department's operational plan and budget.

**Time Management**

5.2.12 Applies principles of time management to monitor and enhance personal productivity and productivity of others.

5.2.13 Prioritizes activities to effectively manage time and workload.

5.2.14 Evaluates the whole system.

**Motivation and Recognition**

5.2.15 Demonstrates appreciation for team involvement and the value and skills of each member.

5.2.16 Models behaviors that maximize group participation by consulting, listening and communicating clearly.

5.2.17 Takes innovative approaches to build support and maintain a diverse workforce.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**80. Competency 5.3** Applies project management principles to achieve project goals and objectives.

**Performance Indicators:**

5.3.1 Collaborates with others to define the project scope and project plan.

5.3.2 Monitors approved project plan to ensure deliverables are met within scope of the project scope, time and cost.

5.3.3 Reports potential and real risk and suggests options to resolve the risk.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:



**81. Competency 5.4** Incorporates quality improvement into nutrition and dietetics practice.

**Performance Indicators:**

- 5.4.1 Establishes goals for improving quality of services in collaboration with others.
- 5.4.2 Identifies quality improvement indicators and supports the development of quality improvement measurement tools.
- 5.4.3 Participates in the development of policies and performance measures for quality and quantity of work.
- 5.4.4 Ensures compliance with external standards, collects data and reports findings.
- 5.4.5 Collects data to assess the quality of services provided and identifies opportunities for improvement.
- 5.4.6 Evaluates and analyzes data, reports findings and makes recommendations for quality improvement.
- 5.4.7 Communicates and collaborates with relevant stakeholders to implement changes to improve effectiveness and efficiency.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**82. Competency 5.5** Incorporates risk management strategies into practice.

**Performance Indicators:**

5.5.1 Assesses potential and real risks to an individual, group and or organization.

5.5.2 Identifies and takes action to manage, reduce and or eliminate risk or hazards to self, others and the organization.

5.5.3 Supports implementation of risk management plan.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Bachelor's Degree Competencies and Performance Indicators**

**Unit 6: Critical Thinking, Research and Evidence-Informed Practice**

**Integrates evidence-informed practice, research principles, and critical thinking into practice.**

**83. Competency 6.1** Incorporates critical thinking skills in overall practice.

**Performance Indicators:**

- 6.1.1 Considers multiple factors when problem solving.
- 6.1.2 Incorporates the thought process used in critical thinking models.
- 6.1.3 Engages in reflective practice to promote change and continuous learning.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**84. Competency 6.2** Identifies and understands the scientific method and research ethics.

**Performance Indicators:**

- 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.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:	<div style="border: 1px solid black; height: 50px;"></div>					

**85. Competency 6.3** Applies current research and evidence-informed practice to services.

**Performance Indicators:**

- 6.3.1 Uses resources to find accurate and current research and evidence-based literature.
- 6.3.2 Understands basic components of assessing the strengths and limitations of research articles.
- 6.3.3 Uses research terminology when communicating with other professionals.
- 6.3.4 Evaluates current research and evidence-based practice findings to determine the reliability and credibility of information.
- 6.3.5 Applies current research and evidence-informed practice to the deliver safe and effective nutrition care.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:	<div style="border: 1px solid black; height: 50px;"></div>					

## **Bachelor's Degree Competencies and Performance Indicators**

### **Unit 7: Professionalism**

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

**86. Competency 7.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics.**

**Performance Indicators:**

- 7.1.1 Demonstrates honesty and integrity, and behaves in a trustworthy, transparent, respectful and non-judgmental manner toward clients/patients and colleagues.
- 7.1.2 Understands governance of nutrition and dietetics practice as outlined in documents such as the Scope of Nutrition and Dietetics Practice and the professional Code of Ethics.
- 7.1.3 Accepts responsibility and accountability for own actions and decisions.
- 7.1.4 Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or population.
- 7.1.5 Understands the impact of the client/patient-provider relationship on services.
- 7.1.6 Applies client/patient-centered principles to all activities and services.
- 7.1.7 Recognizes and maintains professional boundaries with clients/patients.
- 7.1.8 Analyzes the impact of one's own professional behaviors, values, beliefs and actions on others.
- 7.1.9 Develops advertising and marketing materials that are accurate, truthful and evidence-informed.
- 7.1.10 Applies principles of the informed consent process to ensure the client/patient is capable of accepting or refusing services.
- 7.1.11 Advocates for and takes action to ensure others demonstrate professional responsibilities and ethical behaviors
- 7.1.12 Recognizes and take steps to manage ethical dilemmas.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**87. Competency 7.2 Engages in self-reflective practice to maintain ongoing competence and professional behaviors.**

**Performance Indicators:**

- 7.2.1 Demonstrates continuous self-awareness by critically evaluating one's knowledge, skill, judgment and learning and leadership style.
- 7.2.2 Obtains feedback and demonstrates a willingness to consider opinions of others.
- 7.2.3 Considers and incorporates own experiences and learning in practice.
- 7.2.4 Develops personal learning goals and objectives, and identifies activities to meet these goals.
- 7.2.5 Incorporates learning to ensure safe ethical and competent nutrition care.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**88. Competency 7.3 Adheres to nutrition related legislation, regulations and standards of practice.**

**Performance Indicators:**

- 7.3.1 Adheres to confidentiality and privacy legislation, practice standards and organization's policies regarding client/patient information.
- 7.3.2 Demonstrates awareness of all mandatory reporting obligations.
- 7.3.3 Obtains consent for the collection, use, sharing, storage and release of personal information.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

## Bachelor's Degree Competencies and Performance Indicators

### 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.

89. **Competency 8.1** Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.

**Performance Indicators:**

- 8.1.1 Communicates in a clear, effective and respectful manner.
- 8.1.2 Selects mode of communication appropriate to the messaging to meet the needs of the audience.
- 8.1.3 Identifies and addresses barriers to communication.
- 8.1.4 Adapts communication style to meet needs of diverse individuals and groups.
- 8.1.5 Uses active listening techniques.
- 8.1.6 Interprets and responds to nonverbal communications.
- 8.1.7 Understands and applies media communication principles including presenting with poise, developing key points, conveying scientific accuracy, and translating to consumer language.
- 8.1.8 Ensures timely, clear and accurate documentation using correct spelling and grammar, following the standards of the profession and organizational policies.
- 8.1.9 Demonstrates proficient use of nutrition informatics.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:



**90. Competency 8.2** Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.

**Performance Indicators:**

- 8.2.1 Demonstrates networking skills to build liaisons with internal and external stakeholders.
- 8.2.2 Seeks consultation and refers to other professionals when needed.
- 8.2.3 Networks with internal and community professional groups and organizations.
- 8.2.4 Demonstrates understanding of meeting management principles by effectively facilitating meetings and small group activities to achieve goals within time frames.
- 8.2.5 Demonstrates knowledge of the interprofessional team members' scope of practice and competence.
- 8.2.6 Supports others in meeting their professional obligations.
- 8.2.7 Functions as member of the interprofessional team to support a collaborative client/patient-centered approach.
- 8.2.8 Understands the mentoring role and practices mentoring or precepting others.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**91. Competency 8.3 Demonstrates advocacy skills to promote awareness and required change.**

**Performance Indicators:**

8.3.1 Advocates for the profession by communicating to others the role, scope of practice and areas of expertise of the profession.

8.3.2 Participates in advocacy activities to change or promote new legislation and regulation.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

\* 92. Which section of the questionnaire would you like to complete next?

- I want to provide detailed comments on the **Associate Degree** competencies
- I want to provide detailed comments on the **Master Degree** competencies
- I want to provide General Comments and end the questionnaire

## Master's Degree Competencies and Performance Indicators

### Unit 1: Foundational Knowledge

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

93. **Competency 1.1** Applies an understanding of environmental and genetic factors and food in the development and management of disease.

**Performance Indicators:**

- 1.1.1 Analyzes the usefulness and limitations of epidemiological study designs and identifies trends in diet and disease.
- 1.1.2 Examines issues in relation to gene nutrient interactions.
- 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 effects of genetics on disease states.
- 1.1.5 Identifies the influence of food consumption on the development of diseases.
- 1.1.6 Supports management of food consumption to treat acute and chronic diseases.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**94. Competency 1.2** Applies an understanding of anatomy and physiology.

**Performance Indicators:**

- 1.2.1 Analyzes the impact of food and nutrition on physiological processes.
- 1.2.2 Integrates knowledge of anatomy and physiology to make decisions related to nutrition care.
- 1.2.3 Communicates an understanding of the human body and the impact of food and nutrition on body systems.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**95. Competency 1.3** Applies knowledge of microbiology and food safety.

**Performance Indicators:**

- 1.3.1 Applies the proper methods of microbial control in food and the environment.
- 1.3.2 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth.
- 1.3.3 Applies principles of pathogens microbes, viruses and fungi as it relates to food safety principles and across all stages of the life cycle and physiological state of the individual.
- 1.3.4 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

96. **Competency 1.4** Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.

**Performance Indicators:**

- 1.4.1 Summarizes and analyzes the impact of fundamental chemistry and organic chemistry principles on food, human health and metabolism.
- 1.4.2 Integrate nutritional biochemistry knowledge to make informed recommendations.
- 1.4.3 Analyzes the chemical nature of food and the impact on food quality, acceptability and compatibility.
- 1.4.4 Analyzes the food components and the chemical elements for food and nutrition products.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

97. **Competency 1.5** Demonstrates and applies knowledge of patho-physiology and biochemical functionality and their relationship to physiology, health and disease.

**Performance Indicators:**

- 1.5.1 Examines nutritional biochemical indicators specific to the disease process.
- 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.
- 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status.
- 1.5.4 Analyzes the correlation between mental health conditions and nutritional health.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**98. Competency 1.6** Applies knowledge of social, psychological and environmental aspects of eating and food.

**Performance Indicators:**

1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations.

1.6.2 Articulates the impact of nutritional health on psychiatric disorders.

1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food.

1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**99. Competency 1.7** Integrates the principles of cultural competence within own practice and when directing services.

**Performance Indicators:**

- 1.7.1 Demonstrates knowledge of the cultural competence models.
- 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends.
- 1.7.3 Identifies challenges that arise when different cultures values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals.
- 1.7.4 Identifies and implements strategies to address cultural biases and differences.
- 1.7.5 Applies culturally sensitive approaches and communication skills.
- 1.7.6 Develops self-awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:



**100. Competency 1.8** Applies knowledge of pharmacology and integrative and functional nutrition to recommend, prescribe and administer medical nutrition therapy.

**Performance Indicators:**

1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body.

1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life and routes of administration.

1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions.

1.8.4 Describes the clinical use of nutritional therapies.

1.8.5 Critically evaluates evidence-based literature and resources related to integrative and functional nutrition.

1.8.6 Identifies the purpose, risks, advantages, disadvantages and contraindications of commonly used nutritional therapies.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**101. Competency 1.9** Applies knowledge of math and statistics.

**Performance Indicators:**

- 1.9.1 Chooses appropriate statistical methods and applies them in various data analysis situations.
- 1.9.2 Performs statistical analysis and interprets results.
- 1.9.3 Applies statistical concepts in interpretation of nutrition related data.
- 1.9.4 Performs data analysis using various statistical software.
- 1.9.5 Communicates statistical methods and results both orally and in writing.
- 1.9.6 Applies mathematical concepts and problem solving in nutrition and food related activities.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**102. Competency 1.10** Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.

**Performance Indicators:**

- 1.10.1 Interprets and communicates medical terminology to non-health professional audiences.
- 1.10.2 Uses acceptable medical abbreviations and appropriate medical terminology in oral and written communication.
- 1.10.3 Demonstrates understanding of common terms used by other disciplines.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**103. Competency 1.11 Demonstrates knowledge of food preparation techniques.**

**Performance Indicators:**

- 1.11.1 Understands appropriate cooking skills and techniques.
- 1.11.2 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures.
- 1.11.3 Converts recipes and ingredients based on client/patient's preferences or dietary needs.
- 1.11.4 Develops recipes and menus.
- 1.11.5 Ensures foods are aesthetically pleasing, appealing and tasteful.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**104. Competency 1.12 Applies nutrition informatics in the decision making process.**

**Performance Indicators:**

- 1.12.1 Analyzes data derived from electronic media to make best decisions related to nutrition and diet.
- 1.12.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information online.
- 1.12.3 Designs and operates nutrition informatics systems in practice.
- 1.12.4 Analyzes electronic databases to obtain nutrition information and evaluate credible sources in decision making.
- 1.12.5 Proficiently uses new technology to enhance practice and client/patient care.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

105. **Competency 1.13** Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life cycle.

**Performance Indicators:**

1.13.1 Analyzes, integrates and communicates nutritional requirements related to all stages of the life cycle.

1.13.2 Identifies nutritional risk factors across all stages of the life cycle.

1.13.3 Explains the general impact of exercise and physical activity on nutrition needs throughout the life cycle.

1.13.4 Teaches the benefits of exercise at all stages of the life cycle to individuals, groups and populations.

1.13.5 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and dimensions wellness.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

106. **Competency 1.14** Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.

**Performance Indicators:**

- 1.14.1 Recognizes and communicates the cause of disease and nutrition risks.
- 1.14.2 Identifies and implements health risk reduction strategies for individuals, groups and populations.
- 1.14.3 Prioritizes dimensions of wellness as a result of a nutrition assessment.
- 1.14.4 Interprets the impact of demographic and socio economic factors and ecological issues on nutritional well-being of individuals, groups and populations.
- 1.14.5 Examines the influences of society, media, culture and peer pressure on dimensions of wellness.
- 1.14.6 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities.
- 1.14.7 Educates others on the effects of deficiencies and toxicities of nutrients on nutritional health.
- 1.14.8 Applies behavior change theories for nutritional health promotion and disease prevention.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

107. **Competency 1.15** Gains a foundational knowledge on global health issues and nutritional needs.

**Performance Indicators:**

1.15.1 Examines the trends and current issues that impact public health from existing, new and reemerging diseases that spread through immigration, travel and global trade.

1.15.2 Examines the impact of global food supply and sustainability and related factors.

1.15.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries.

1.15.4 Analyzes public policies to inform and shape policy briefs, short commentaries and longer papers.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Master's Degree Competencies and Performance Indicators**

**Unit 2: Client/Patient Services**

**Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.**

108. **Competency 2.1** Uses a framework to assess, develop, implement and evaluate products, programs and services.

**Performance Indicators:**

- 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 Conducts feasibility studies to determine validity and need for the nutritional programs, services or products.
- 2.1.3 Identifies and collaborates with stakeholders.
- 2.1.4 Designs nutritional products, programs or services that promote consumer nutritional health and dimensions wellness, and lifestyle management.
- 2.1.5 Creates a work plan or project plan to implement nutritional programs and services or launch product.
- 2.1.6 Implements activities to ensure nutritional program, product or service goals are met.
- 2.1.7 Develops strategies to evaluate effectiveness of nutritional program, product or service by analyzing reasons for variance from expected outcomes and implements new strategies for continuous quality improvement.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

109. **Competency 2.2** Selects, develops or implements nutritional status screening tools for individuals, groups or populations.

**Performance Indicators:**

2.2.1 Selects or develops nutrition screening tools taking into consideration all client/patient factors.

2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice.

2.2.3 Identifies appropriate resources needed to complete nutrition screening.

2.2.4 Implements nutrition screening tools in collaboration with other health professionals.

2.2.5 Determines the complexity of the client/patient care needs, appropriate care provider and required environment supports.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

110. **Competency 2.3** Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.

**Performance Indicators:**

**Nutrition Assessment**

2.3.1 Conducts a nutrition focused physical exam.

2.3.2 Takes a food and nutrition related medical history.

2.3.3 Assesses physical activity and history of physical activity and exercise.

2.3.4 Collects, assesses and interprets anthropometric measures and body composition.

2.3.5 Orders, collects and interprets biochemical tests.

2.3.6 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement).

2.3.7 Identifies signs and symptoms of nutrient deficiencies or excesses.

2.3.8 Determines barriers that might influence a client/patient's nutritional status.

2.3.9 Determines accuracy and currency of nutrition assessment data.

**Diagnosis**

2.3.10 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care.

2.3.11 Identifies the appropriate validated formula and performs calculations to determine nutritional requirements.

2.3.12 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors.



2.3.13 Prioritizes the nutrition diagnosis(es).

2.3.14 Determines the need to consult and refer/transfer nutrition care to others.

**Intervention**

2.3.15 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client nutrition goals in collaboration with the client/patient and team members.

2.3.16 Orders nutrition prescriptions to address nutritional goals.

2.3.17 Implements or facilitates the implementation of the nutrition plan of care or nutrition intervention with the patient and other team members.

**Monitoring/Evaluation**

2.3.18 Monitors and evaluates problems, etiology, signs and symptoms and impact of nutrition intervention on the nutrition diagnosis.

2.3.19 Develops and applies nutrition care outcome indicators to measure nutrition intervention.

2.3.20 Assesses client/patient's understanding and compliance with nutrition intervention.

2.3.21 Identifies barriers to meeting client/patient's nutrition goals and make recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others.

2.3.22 Summarizes impact of the sum of the nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care.

2.3.23 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes.

2.3.24 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals.

**Documentation**

2.3.25 Documents all elements of the nutrition care process following professional standards and organizational policies.

2.3.26&nbs

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

111. **Competency 2.4** Performs or coordinates nutritional interventions for individuals, groups or populations.

**Performance Indicators:**

**Medical Nutrition Therapy**

2.4.1 Manages medical nutrition therapy for clients/patients.

2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management.

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.

2.4.4 Considers and applies knowledge of nutritional impact, indications, side effects, contraindications, benefits, alternatives when recommending the use of nutritional supplements.

2.4.5 Transfers care to relevant professionals when patient needs or required interventions are beyond personal competence or professional scope of practice.

**Education**

2.4.6 Applies education theories, adult learning, pedagogy and education principles.

2.4.7 Assesses audience s readiness to learn and identifies barriers to learning.

2.4.8 Modifies nutrition education materials or delivery methods to meet the needs of the audience.

2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences.

2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience.

2.4.11 Communicates complex nutrition information to broad and diverse audiences.

2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required.

**Psychological Counseling and Therapies**

2.4.13 Assesses client/patient’s nutritional needs and appropriateness for the recommended counseling or therapy.

2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions.

2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy.

2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship.

2.4.17 Demonstrates awareness of various appropriate psychological counseling techniques (e.g. cognitive therapy, behavior modification, motivational interviewing).

2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required.

2.4.19 Refers to other professionals when counseling therapy or client/patient’s mental health issues are beyond personal competence or professional scope of practice.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**112. Competency 2.5 Prescribes or recommends nutrition-related pharmacotherapy and integrative and functional nutrition.**

**Performance Indicators:**

- 2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy.
- 2.5.2 Demonstrates awareness of alternative and complementary therapy and drug interactions.
- 2.5.3 Assesses client/patient factors to determine the client/patient's indication for the nutrition related pharmacotherapy.
- 2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing or administering nutrition related drug therapy.
- 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.
- 2.5.6 Prescribes or administers nutrition related pharmacotherapy and integrative and functional nutrition adhering to the professional standards and evidence-informed practice.
- 2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing.
- 2.5.8 Applies the principles of safe drug administration.
- 2.5.9 Monitors the response and the effects of the nutrition related drug, supplement and integrative and functional nutrition on the individual and takes the required action to make modifications or adjustments.
- 2.5.10 Consults and refers client/patient to another professional when client/patient's needs are beyond personal competence or professional scope of practice.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Master's Degree Competencies and Performance Indicators**

**Unit 3: Food Systems Management**

**Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.**

113. **Competency 3.1** Oversees the production and distribution of quantity and quality of food products.

**Performance Indicators:**

- 3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals.
- 3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation.
- 3.1.3 Communicates the organization’s mission and how work activities impact the clients/patients and organization.
- 3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work.
- 3.1.5 Implements systems to report on local, state and federal compliance.
- 3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction.
- 3.1.7 Establishes a culture that is ethical and free of safety and health hazards.
- 3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

114. **Competency 3.2** Oversees the purchasing, receipt and storage of products used in food production and services.

**Performance Indicators:**

3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices.

3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources.

3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations.

3.2.4 Acts as a departmental and organizational liaison between contractual parties involved.

3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.

3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations.

3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

115. **Competency 3.3** Applies principles of food safety and sanitation to the production and service of food.

**Performance Indicators:**

3.3.1 Maintains currency in and follows applicable legislation and guidelines.

3.3.2 Monitors staff compliance with laws, policies and procedures.

3.3.3 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies.

3.3.4 Identifies local and global vulnerabilities in the food supply chain as it relates to bioterrorism, natural disasters and food contamination.

3.3.5 Ensures systems are in place to encourage compliance with nutritional health and safety requirements and infection control measures.

3.3.6 Develops and facilitates the implementation of an emergency preparedness plan and distribution of services pertaining to local, state and global foodservice operations and feeding programs.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

116. **Competency 3.4** Applies and demonstrates an understanding of agricultural practices and processes.

**Performance Indicators:**

3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact.

3.4.2 Understands the local and global food markets and applicable nutrition regulations.

3.4.3 Identifies and supports partnerships with local and global food growers and producers.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

## **Master's Degree Competencies and Performance Indicators**

### **Unit 4: Community and Population Health Nutrition**

**Applies community and population nutrition health theories when providing support to community or population nutrition programs.**



**117. Competency 4.1** Follows programming planning steps to develop and implement community, population and global programs.

**Performance Indicators:**

- 4.1.1 Demonstrates knowledge of public health, health promotion, and population nutrition health principles.
- 4.1.2 Recognizes how determinants of health influence the nutrition health and well-being of a population.
- 4.1.3 Develops and conducts community and population based assessments considering all relevant factors.
- 4.1.4 Identifies and documents epidemiological findings, health disparities, political interests, impacts of determinants of health, availability of resources, accessibility and program goals and objectives.
- 4.1.5 Identifies the resources and partners needed for sustainability of the program.
- 4.1.6 Considers the assessment data and potential strengths, benefits, constraints and limitations when developing the program.
- 4.1.7 Develops the program addressing the nutrition needs of the group, community or population.
- 4.1.8 Implements program plan applying project management skills and adhering to public nutritional health policies and standards.
- 4.1.9 Collects nutrition surveillance and global health and safety data and evaluates the program using measure indicators and outcomes.
- 4.1.10 Communicates evaluation findings, outcomes, recommendations and research findings to stakeholders to promote change and justify program.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

118. **Competency 4.2** Identifies environmental and public health hazards that impact nutrition and participates in or coordinates the management of the situation.

**Performance Indicators:**

4.2.1 Maintains knowledge of current environmental, food safety and nutrition issues at a community, population and global level.

4.2.2 Investigates and analyzes key factors that impact nutrition.

4.2.3 Imparts expertise in nutrition, food safety and sustainability to key stakeholders.

4.2.4 Recommends strategies and coordinates programs for preventing or minimizing nutrition and food safety issues.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**119. Competency 4.3** Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.

**Performance Indicators:**

4.3.1 Interprets legal terminology used to establish nutrition regulations and policies for populations.

4.3.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote proclamations of nutrition legislation and regulations that address public, population and global nutrition health.

4.3.3 Identifies and prioritizes health disparities and security contributing to community, population and global nutrition health issues.

4.3.4 Uses various tools to formulate and advocate for legislative and policy changes to impact nutrition and health policies at all government levels.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**Master's Degree Competencies and Performance Indicators**

**Unit 5: Leadership, Business, Management and Organization**

**Demonstrates leadership, business and management principles to guide practice and achieve operational goals.**

**120. Competency 5.1** Demonstrates leadership skills to guide practice.

**Performance Indicators:**

- 5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation
- 5.1.2 Demonstrates understanding of social situations and dynamics and ability to operate effectively in a variety of social environments.
- 5.1.3 Communicates at the appropriate emotional level understands emotions and emotional situations and is in tune with one's own emotions.
- 5.1.4 Develops interpersonal skills by becoming an active listener and having strong conversational and speaking skills.
- 5.1.5 Sees other's perspectives and is open to and considers other's points of view.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Comments:

**121. Competency 5.2** Applies principles of organization management.

**Performance Indicators:**

**Planning**

- 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.

**Organizing**

- 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.

**Management**

5.2.7 Applies understanding of psychological and sociological perspectives when managing staff and engaging in human resource activities.

5.2.8 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations.

5.2.9 Integrates change management theories and conflict resolution skills to manage and promote positive change.

5.2.10 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions.

5.2.11 Understands and respects roles and responsibilities of inter professional team members.

**Controls**

5.2.12 Collects, understands and analyzes financial data to support fiscally responsible decision making.

5.2.13 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities.

5.2.14 Analyzes components of a productivity system including units of service and work hours and makes recommendations.

5.2.15 Sets controls to analyze the progress and effectiveness of the operational plan and budget.

5.2.16 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met.

5.2.17 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met.

**Time Management**

5.2.18 Applies principles of time management to monitor and enhance personal productivity and productivity of others.

5.2.19 Prioritizes activities to effectively manage time and workload.

5.2.20 Evaluates the whole system.

**Motivation and Recognition**

5.2.21 Promotes team involvement and values the skills of each member.

5.2.22 Models behaviors that maximize group participation by consulting, listening and communicating clearly.

5.2.23 Takes innovative approaches to build support and maintain a diverse workforce.

5.2.24 Coaches and advises team leaders on resolving differences or dealing with conflict.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**122. Competency 5.3** Applies project management principles to achieve project goals and objectives.

**Performance Indicators:**

5.3.1 Leads the development and completion of a project plan and budget.

5.3.2 Identifies the project strengths, weakness, opportunities and threats.

5.3.3 Identifies and manages potential and real risks to the plan, individuals or organization.

5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Diagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**123. Competency 5.4** Leads quality improvement activities to measure evaluate and improve a program services products and initiatives.

**Performance Indicators:**

5.4.1 Identifies and communicates quality improvement indicators benchmarks using evidence-based practice.

5.4.2 Develops quality improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions.

5.4.3 Develops, implements and communicates a quality improvement action plan for further improvement and monitors impact.

5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality improvement.

5.4.5 Applies change management theories and principles to effectively implement change.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**124. Competency 5.5** Develops and implements risk management strategies and programs.

**Performance Indicators:**

5.5.1 Assesses potential and real risks to an individual, group and or organization.

5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self-others and the organization.

5.5.3 Develops risk management plans and protocols.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:





**Master's Degree Competencies and Performance Indicators**

**Unit 6: Critical Thinking, Research and Evidence-Informed Practice**

**Integrates evidence-informed practice, research principles, and critical thinking into practice.**

125. **Competency 6.1** Incorporates critical thinking skills in managing complex situations.

**Performance Indicators:**

6.1.1 Considers multiple factors when problem solving.

6.1.2 Incorporates the thought process used in critical thinking models.

6.1.3 Engages in reflective practice to promote change and continuous learning.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

126. **Competency 6.2** Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.

**Performance Indicators:**

- 6.2.1 Identifies, explains and applies the steps of the scientific method and processes.
- 6.2.2 Articulates a clear research question or problem and formulates a hypothesis.
- 6.2.3 Identifies and demonstrates appropriate research methods.
- 6.2.4 Interprets and applies research ethics and responsible conduct in research.
- 6.2.5 Collects and retrieves data using a variety of methods (quantitative, qualitative) and technologies.
- 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed).
- 6.2.7 Formulates a professional opinion based on the research findings, evidence-informed practice and experiential learning.
- 6.2.8 Translates and communicates research findings and conclusions through a variety of media to a wide range of audiences tailoring messaging appropriate to the audience.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

**127. Competency 6.3** Applies current research and evidence-informed practice to services.

**Performance Indicators:**

6.3.1 Use resources to find accurate and current research and evidence-based literature.

6.3.2 Uses research terminology when communicating with other professionals and publishing research.

6.3.3 Critically examines and interprets current research and evidence-based practice findings to determine the validity, reliability and credibility of information.

6.3.4 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.

6.3.5 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

## **Master's Degree Competencies and Performance Indicators**

### **Unit 7: Professionalism**

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

**128. Competency 7.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics.**

**Performance Indicators:**

- 7.1.1 Demonstrates honesty and integrity, and behaves in a trustworthy, transparent, respectful and non-judgmental manner toward clients/patients and colleagues.
- 7.1.2 Understands governance of nutrition and dietetics practice as outlined in documents such as the Scope of Nutrition and Dietetics Practice and the professional Code of Ethics.
- 7.1.3 Accepts responsibility and accountability for own actions and decisions.
- 7.1.4 Practices in a manner that respects diversity and avoids prejudicial treatment of an individual, group or population.
- 7.1.5 Understands the impact of the client/patient-provider relationship on services.
- 7.1.6 Applies client/patient-centered principles to all activities and services.
- 7.1.7 Recognizes and maintains professional boundaries with clients/patients.
- 7.1.8 Analyzes the impact of one's own professional behaviors, values, beliefs and actions on others.
- 7.1.9 Develops advertising and marketing materials that are accurate, truthful and evidence-informed.
- 7.1.10 Applies principles of the informed consent process to ensure the client/patient is capable of accepting or refusing services.
- 7.1.11 Advocates for and takes action to ensure others demonstrate professional responsibilities and ethical behaviors
- 7.1.12 Recognizes and take steps to manage ethical dilemmas and supports ethical decision making with team members.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

129. **Competency 7.2** Engages in self-reflective practice activities to develop and demonstrate social and emotional intelligence to maintain ongoing competence and professional behaviors.

**Performance Indicators:**

- 7.2.1 Demonstrates continuous self-awareness by critically evaluating one's knowledge, skill, judgment and learning and leadership style.
- 7.2.2 Obtains feedback and demonstrates a willingness to consider opinions of others.
- 7.2.3 Considers and incorporates own experiences and learning in practice.
- 7.2.4 Develops personal learning goals and objectives, and identifies activities to meet these goals.
- 7.2.5 Incorporates learning to ensure safe ethical and competent nutrition care.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

130. **Competency 7.3** Adheres to nutrition related legislation, regulations and standards of practice.

**Performance Indicators:**

- 7.3.1 Adheres to confidentiality and privacy legislation, practice standards and organization's policies regarding client/patient information.
- 7.3.2 Demonstrates awareness of all mandatory reporting obligations.
- 7.3.3 Obtains consent for the collection, use, sharing, storage and release of personal information.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
This competency and its performance indicators are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This competency is important for future practice in nutrition and dietetics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

## Master's Degree Competencies and Performance Indicators

### 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.

131. **Competency 8.1** Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes.

**Performance Indicators:**

- 8.1.1 Communicates in a clear, effective and respectful manner.
- 8.1.2 Selects mode of communication appropriate to the messaging to meet the needs of the audience.
- 8.1.3 Identifies and addresses barriers to communication.
- 8.1.4 Adapts communication style to meet needs of diverse individuals and groups.
- 8.1.5 Uses active listening techniques.
- 8.1.6 Interprets and responds to nonverbal communications.
- 8.1.7 Understands and applies media communication principles including presenting with poise, developing key points, conveying scientific accuracy, and translating to consumer language.
- 8.1.8 Ensures timely, clear and accurate documentation using correct spelling and grammar, following the standards of the profession and organizational policies.
- 8.1.9 Demonstrates proficient use of nutrition informatics.
- 8.1.10 Analyzes communications from others to inform opinions and impressions, gain knowledge and promote change.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

132. **Competency 8.2** Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.

**Performance Indicators:**

8.2.1 Demonstrates networking skills to build liaisons with internal and external stakeholders.

8.2.2 Seeks consultation and refers to other professionals when needed.

8.2.3 Networks with internal, community, state, national and global professional groups and organizations.

8.2.4 Demonstrates understanding of meeting management principles by effectively facilitating meetings and small group activities to achieve goals within time frames.

8.2.5 Demonstrates knowledge of the interprofessional team members' scope of practice and competence.

8.2.6 Supports others in meeting their professional obligations.

8.2.7 Functions as member of the interprofessional team to support a collaborative, client/patient-centered approach.

8.2.8 Understands the mentoring role and practices mentoring or precepting others.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:



133. **Competency 8.3** Demonstrates advocacy skills to promote awareness and required change.

**Performance Indicators:**

8.3.1 Advocates for the profession by communicating to others the role, scope of practice and areas of expertise of the profession.

8.3.2 Participates in advocacy activities to change or promote new legislation and regulation.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree      No Opinion

This competency and its performance indicators are clear.

This competency is important for future practice in nutrition and dietetics.

Comments:

\* 134. Which section of the questionnaire would you like to complete next?

- I want to provide detailed comments on the **Associate Degree** competencies
- I want to provide detailed comments on the **Bachelor Degree** competencies
- I want to provide General Comments and end the questionnaire

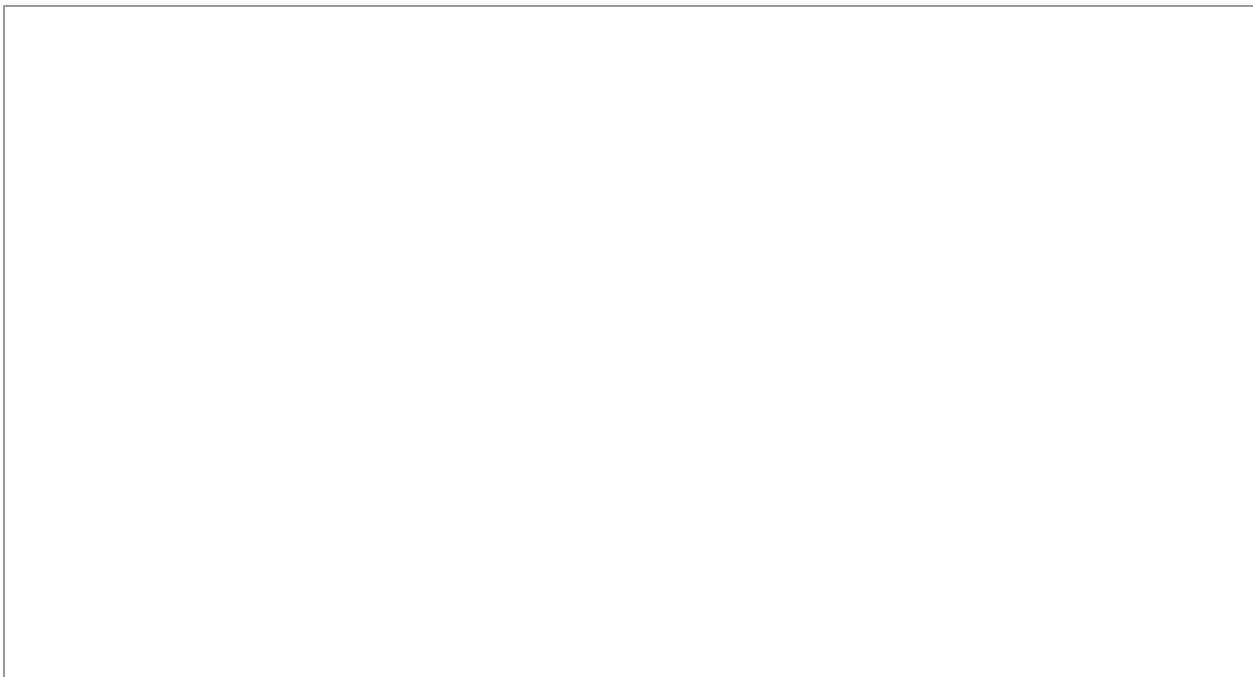
**GENERAL COMMENTS**

135. Comments on the Future Education Model Standards and Competencies for **Associate Degree Programs in Nutrition and Dietetics**

**136. Comments on the Future Education Model Standards and Competencies for Bachelor Degree Programs in Nutrition and Dietetics**



**137. Comments on the Future Education Model Standards and Competencies for Master Degree Programs in Nutrition and Dietetics**



138. Additional Comments

139. ACEND is seeking suggestions for the title of the future education model bachelor degree prepared practitioner. Please share your ideas: