



College of Dietitians of Ontario

Performance-Based Assessment (PBA) Preparation Guide

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Please note: If you print a copy of this guide, periodically refer to the electronic version available on the College of Dietitians of Ontario website to ensure you have the most updated version.

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What is the purpose of the PBA Preparation Guide?

The PBA Preparation Guide was developed by the College of Dietitians of Ontario (CDO). The purpose of this guide is to provide all candidates with information about the Performance-Based Assessment (PBA).

What is the PBA?

The PBA is the second part of a multi-stage process to assess the knowledge and competence of candidates in comparison to Canadian standards. The PBA is a full day written and oral assessment.

CDO will utilize PBA results to direct applicants to:

1. **PASS:** Proceed to the next step of the PBA, which is the completion of the [Dietitians of Canada Critical Care Nutrition Course](#), followed by the College's Jurisprudence Knowledge and Assessment Tool (JKAT)**.

Upon successful completion of the JKAT, applicants may apply to CDO for a temporary certificate of registration while they await to write the Canadian Dietetic Registration Examination (CDRE). To be eligible for a temporary certificate, [all other registration requirements](#) must be met. Applicants may be eligible to take the CDRE without authorization to work in Canada.

OR

2. **FAIL:** Complete additional practical training and/or self-study before re-attempting the PBA.

Visit the College's website for a full [overview of the PLAR process](#).

* The Dietitians of Canada Critical Care Nutrition Course is available on demand. The course takes approximately 15 – 20 hours. Please contact Dietitians of Canada directly for more information about enrollment and fees.

**Note: The [JKAT is an online knowledge acquisition and assessment tool](#) designed to improve dietitians' knowledge and application of laws, standards, guidelines and ethics relevant to the profession of dietetics in Ontario.

How was the PBA developed?

In collaboration with [Meazure Learning/Yardstick](#), CDO recruited subject matter experts to determine the scope and blueprint (i.e., content areas that appear on the assessment) of the PBA, and to develop cases and questions.

Cases and questions have undergone thorough and multiple screenings to ensure they measure competency, reflect current dietetic practice, and are national in scope.

Subject matter experts involved in the development of the PBA (e.g., scoping, blueprinting, and item writing) included:

- Stakeholder groups from all areas of dietetic practise (nutrition care, population and public health, and management)
- A Project Partners and Advisory Committee (PPAC) involved in the development of the larger competency assessment project
- CDO Registration Committee members
- University educators
- Representatives from the former bridging programs at the Toronto Metropolitan University
- Internationally Educated Dietitians (IEDs)

How much does the PBA cost?

The cost to complete the PBA is \$2,300. Candidates who are eligible for the PBA will be notified about the payment process and deadline date to pay the fee.

Format of the PBA

The PBA is a full day assessment currently administered once per year. Administration dates will be displayed on [this page](#) under *Step 3: Performance Based Assessment (PBA)*.

Candidates may take the PBA **ONLINE** from their home or other private location, using their personal computer, via an online remote-proctored process. For information about the technology requirements, [please click here](#) (refer to Step 3).

How is the PBA structured?

The PBA includes six (6) written cases and five (5) oral cases for a total of 11 cases. Each case has a case stem (i.e., a case scenario) and between three to five questions. See sample cases in Appendix B.

Written case breakdown

	Case name	Number of questions	Marks
Nutrition Care (2 cases)			
1.	Nutrition Screening and Assessment	4	26
2.	Use of Nutrition Evidence	4	22
Population Health Promotion (2 cases)			
3.	Program Assessment and Planning	5	38
4.	Program Planning and Evaluation	3	15
Management & Leadership/Food Provision (2 cases)			
5.	Menu Planning	5	36
6.	Strategic and Operational Planning	4	24
Total marks			161

Oral case breakdown

	Case name	Number of questions	Marks
Nutrition Care (3 cases)			
1.	Nutrition Screening and Assessment	4	31
2.	Nutrition Implementation and Evaluation	4	30
3.	Nutrition Counselling	4	24
Population Health Promotion (1 case)			
4.	Program Implementation and Evaluation	4	29
Management & Leadership/Food Provision (1 case)			
5.	Orientation and Training	5	41
Total marks			155

What is the schedule for the day of the PBA?

Please ensure you login on time on the day of the PBA.

Depending on the number of people taking the PBA, candidates may be divided into two groups, with slightly different schedules for the administration day of the PBA. The approximate schedule for each group is as follows (specific details will be provided to each PBA candidate once registration is confirmed):

Candidates must be available from 8:00 a.m. – 6:00 p.m., Eastern Daylight Time (EDT). While candidates have the option to take the online PBA if they are located outside of Ontario, the PBA will only be offered in EDT. Candidates must ensure they allocate their time accordingly.

Group 1:

Time	Activity
8:15 – 8:30 a.m.	Login to Proctor360/Prolydian and go through the security check for the written exam portion
8:30 a.m. – 12:15 p.m.	Complete the written exam portion of the PBA (Total of 3.75 hours, includes a 15-minute break if needed)
12:15 – 1:45 p.m.	Lunch break
1:45 – 2:00 p.m.	Login to Proctor360/Prolydian and go through the security check for the oral case review exam portion
2:00– 3:00 p.m.	One-hour oral case review exam portion of the PBA to type your talking points
3:00 – 3:15 p.m.	Log out of Proctor360/Prolydian and log into Zoom for the orientation to the oral interview exam component of the PBA
3:15 – 5:45 p.m.	Complete the oral interview component of the PBA (Total of 2 hours and 5 minutes for the oral interview, plus additional transition time and a 15-minute break, if needed)
5:45 – 6:00 p.m.	Sign out

Group 2:

Time	Activity
8:15 – 8:30 a.m.	Login to Proctor360/Prolydian and go through the security check for the oral case review exam portion
8:30 – 9:30 a.m.	One-hour oral case review exam portion of the PBA to make your talking points
9:30 – 9:45 a.m.	Log out of Proctor360/Prolydian and login to Zoom for the orientation to the oral interview exam component of the PBA
9:45 a.m. – 12:15 p.m.	Complete the oral interview exam component of the PBA (Total of 2 hours and 5 minutes for oral interviews, plus additional transition time and a 15-minute break, if needed)
12:15 – 1:45 p.m.	Lunch break
1:45 – 2:00 p.m.	Login to Proctor360/Prolydian and go through the security check for the written exam portion
2:00– 5:45 p.m.	Complete the written exam portion of the PBA (Total of 3.75 hours, includes a 15-minute break if needed)
5:45 – 6:00 p.m.	Sign out

How is the PBA administered?

The purpose of the instructions below is to orient you on how the PBA will be administered. These instructions will be reviewed with you during the PBA webinar, which is offered to all registered candidates taking each PBA administration.

Written Cases

General Information

- You will login to the remote-proctored system.
- A security check, including checking identification and a scan of the room where you are taking the PBA will be conducted by the online proctor.
- Once the security check is complete, the PBA written cases will be launched.
- You will complete the written cases in a private quiet space on your personal computer.
- There will be a live remote proctor overseeing your exam.
- Speak to the proctor if you have any technical problems with your computer or if you encounter any distractions (i.e., noise in the location where you are taking the PBA).
- Each case will be presented individually with the associated questions. You must click in the sections provided to type your responses.

- You can complete the six (6) written cases in any order you wish.
- Your responses can be typed in full sentences and/or point form, as you see fit, as long as your responses are clear.
- Do not use abbreviations in your responses.
- You will not have access to the any other web pages except the PBA exam platform.
- A calculator, computerized note pad, and a link to the Sunnybrook Clinical Nutrition Handbook resource will be accessible within the PBA exam system.
- At your own expense, you may use a basic (non-scientific) calculator and a white board no larger than 11" x 14" during the written portion. **You must show your proctor your cleared whiteboard prior to submitting and exiting your exam.**
- You may use earplugs during the written portion of the PBA exam. No headsets, electronic earbuds, or corded ear plugs are permitted.
- Your responses will be automatically saved within the exam system.

Timing

- In total, you have 3.5 hours to complete the six written cases. This is approximately **35 minutes** per case, however, you can choose to allocate your time as you see fit.
- You have an additional 15 minutes to take an optional break (i.e., go to the bathroom, eat a snack, etc.) if you require it. You must notify your proctor via the chat function if you need to take a break and click on the 'take a break' icon in exam platform that will pause your exam.
- If you do not take a break during the written portion, you will have a total of 3.75 hours of writing time.
- A timer will be visible within the PBA exam system so that you know how much time has elapsed.

Oral Cases

Oral Case Review

- You will login to the remote-proctored system.
- A security check, including checking identification and a scan of the room where you are taking the PBA will be conducted by the online proctor using your computer's webcam.
- You will be given 60 minutes to review all five (5) oral cases and questions.
- A calculator and a link to the Sunnybrook Clinical Nutrition Handbook resource will be accessible within the PBA exam system.
- Within the PBA exam system, you may type your responses for your oral talking points for each question as you see fit. **Please type your responses directly into the response text boxes after each question (do not use the notepad feature).**

- At your own expense, you may use a basic (non-scientific) calculator and a white board no larger than 11" x 14" for your rough notes during the oral case review portion. **NOTE: any talking points must be typed into the text boxes as noted above after each question. If you made rough notes on your whiteboard, you must show your proctor your cleared whiteboard prior to submitting and exiting your exam.**
- You may use earplugs during the oral case review portion of the PBA exam. No headsets, electronic earbuds, or corded ear plugs are permitted.
- Your talking point responses will be automatically saved within the PBA exam system.
- Your talking point notes for the oral cases will be shared with you on screen by your oral case interviewer. You may refer to these notes on screen during the oral case response portion of the PBA.
- Once the hour oral case review portion is complete, you will log out of the remote-proctored system and **immediately login to the Zoom link provided to you.**

Oral Case Interview Administration

- Once logged into the Zoom link provided to you by the College, a security check, including checking identification and a scan of the room where you are taking the oral interview component of PBA will be conducted.
- The interviewer will administer the five (5) oral cases. Only you and the interviewer will be present during the online oral case administration.
- Your responses will be video and audio recorded. In advance of the PBA administration day, you will be asked to sign a waiver allowing your oral responses to be video and audio recorded.
- Please note: The interviewer who will administer the oral cases is NOT assessing your responses. They are simply asking the questions for the oral cases. Your recorded audio-only responses will be assessed by subject matter experts at a later date.
- You may ask the interviewer to repeat questions, however, the interviewer may not re-word questions, clarify questions, or provide further information.

Timing

- You are given **25 minutes** to complete each oral case. In total, you have 2 hours and 5 minutes to complete the five (5) oral cases.
- The interviewer will be your timekeeper. The timer will start after the interviewer finishes reading each case stem.
- You must manage your time to completely respond to each case within the 25-minute timeframe.
- You have an additional 15 minutes to take a break (i.e., go to the bathroom, eat a snack, etc.) if you require it. Please notify your interviewer if you need to take a

break. If you do not take a break, this 15-minutes is **NOT** added on to your total time to complete the oral cases. Only 25 minutes is provided to complete each oral case.

- During the oral interview, you are allowed to take time to think through your responses prior to answering the questions, if desired.
- For each case, if time permits, you are allowed to add to your responses to previous questions.
- Any responses provided to each case after the 25-minute timeframe is over will not be assessed, however, you can complete your final thought.
- If you have completed a case in less than 25 minutes, the interviewer will move on to the next case. Any leftover time from one case cannot be added to another.

The Interviewer's Role

- The interviewer will greet you, confirm your ID, do a room scan, and review a few instructions about the oral interview.
- The interviewer will ask you what order you wish to complete the five (5) oral cases (you can complete them in any order you wish). However, once the interviewer begins administering a case, you cannot switch to another case. You also cannot change the order of the case questions.
- The questions for each case will be asked in sequential order.
- The interviewer will read each case stem (i.e., case scenario) and each question out loud. They will pause between questions so that you can provide your responses.
NOTE: Any data provided such as medical chart notes and/or food intake records will not be read out loud by the interviewer, but you will be able to view this information on the screen shared by your interviewer.
- The interviewer will operate a recorder on an external audio device in addition to recording the session in Zoom.
- The interviewer will manage a timer visible in Zoom and give you a five-minute warning before the 25 minutes per case is up.
- The interviewer may repeat questions but cannot rephrase questions or provide further information.
- The interviewer may ask you to repeat what you said or ask you to speak louder if required to ensure the audio recording is clear.
- The interviewer will not engage in conversation during the oral interview.
- Communication between you and the interviewer will solely be to read the case stems and questions.
- The interviewer will not prompt you for further information.
- The interviewer will not make comments or share their impressions of your performance.
- The interviewer's role is to remain neutral while administering the oral interview.

What is assessed in the PBA (what is the PBA blueprint)?

The PBA assesses dietetic practicum competency and is based on an exam blueprint. A blueprint outlines the content areas that will appear on the PBA.

The blueprint is based on a sampling of competencies and related practicum performance indicators in the [Integrated Competencies for Dietetic Education and Practice \(ICDEP, 2020\)](#).

PBA Blueprint:

The distribution of content is outlined below.

Competencies		
Area of Practice	Nutrition Care	42%
	Population Health Promotion	26%
	Management & Leadership and Food Provision	32%
	Professional Practice*	
	Communication and Collaboration*	
Competencies	Items cover competencies such as assessment, planning, implementation, and evaluation.	
Structural Variables		
Examination Format	The PBA has two separate components:	
	Written Component	50%
	Oral Component	50%
Cognitive level	The contents of the PBA will primarily measure application and critical thinking. Most of the content is at the critical thinking level.	

*Professional Practice and the Communication and Collaboration competencies are embedded within the Nutrition Care, Population Health Promotion, and Management & Leadership and Food Provision components of the PBA.

Additional Information

Practice settings

The following outlines the possible practice settings used in the PBA:

- Hospital acute care institutions (adult and pediatric)
- Hospital chronic care institutions (adult and pediatric) and rehabilitation centres
- Long-Term Care homes

- Home based care
- Community based settings (e.g., diabetes education centre, community health centre, public health department)
- Primary health care settings
- Schools
- Government/institutions
- Industry
- Private practice
- Non-governmental organizations (NGOs)
- Correctional facilities
- Educational institutions

Practice settings are not defined in the PBA. While the setting may help to provide context, you are being assessed on your practicum competency, not your knowledge of the practice setting.

Clients

The clients presented in the PBA may be:

- An individual client
- A group of clients
- Colleagues, staff members, family members
- An employer, employee, organization
- A community, population, etc.

Client conditions

Cases and questions on the PBA will reflect a range of client conditions.

Language use and cultural context

The PBA underwent a review to ensure clarity of language and screening for cultural bias. Any questions that require knowledge of the Canadian cultural context are assessed at entry-level dietetic practice and not beyond.

Foods

Foods are not defined in the PBA. It is expected that candidates will have sufficient knowledge of food and food practices, which may be included in cases, and not defined.

Medical and dietetics-related terminology

Medical and dietetics-related terminology are not defined in the PBA. It is expected that applicants will have sufficient knowledge of medical and dietetics-related terminology, which may be included in cases, and not defined.

Provincial legislation, regulations, and policies

Since the PBA is national in scope and not specific to Ontario, legislation, regulations, and policies may be referred to in a general sense, but knowledge of specific provincial legislation, regulations and policies is not required.*

*Note: Upon successful completion of the PBA, applicants must write and pass the [Jurisprudence Knowledge and Assessment Tool](#) (JKAT). The JKAT is an online knowledge acquisition and assessment tool designed to improve dietitians’ knowledge and application of laws, standards, guidelines, and ethics relevant to the profession of dietetics in Ontario.

What is the PBA assessment criteria?

Your written and oral responses will be assessed on the following criteria:

Criteria	To achieve full marks, your response must be:
Accuracy	<ul style="list-style-type: none"> accurate
Comprehensiveness	<ul style="list-style-type: none"> sufficiently comprehensive compared to what is expected at Canadian entry-level dietetic practice
Professionalism	<ul style="list-style-type: none"> free of unsafe behaviours (i.e., a behaviour that would put a client at risk or cause harm) within a dietitian’s scope of practice respectful of clients’ rights, dignity, uniqueness and/or perspectives client-centred, ensuring client consent, when required able to maintain client confidentiality and/or privacy free of conflict of interest and/or a boundary crossing legal

Extra marks will not be given if you provide additional information other than what is being asked in the questions. Additional information that you provide other than what is being asked in the questions may negatively affect your mark if it is inaccurate, unsafe, or unprofessional.

For written cases:

- Marks will not be deducted for spelling and grammar errors, as long as this does not affect the meaning of your response. However, it is important to ensure your responses are clear, organized, logical, and client-centred.

For oral cases:

- Marks will not be deducted for pronunciation errors as long as this does not affect the meaning of your responses. However, it is important to ensure your responses are clear, organized, logical, and client-centred. It is also important to use an appropriate tone of voice.

Withdrawing from writing the PBA and Refunds

To WITHDRAW your application, you must request this in writing and the request must be received on or before the deadline for PBA registration.

If you do not withdraw your application as per the above timeline OR do not write the PBA, the PBA fee may be FORFEITED.

Exceptions – Compelling Reasons:

Please note that under some circumstances, candidates may withdraw from taking the exam on or near the scheduled PBA. If a candidate chooses to write the PBA under circumstances that affect their ability to concentrate, the exam result cannot be annulled.

If you are unable to take the PBA exam due to compelling reasons beyond your control, you may apply for a:

- refund of the PBA fee
- withdrawal of candidacy

Consideration will be given, but is not limited, to:

- accidents
- bereavement
- illness
- weather or travel disruption

To be eligible for a refund, you or your designate must apply in writing. Clearly state the circumstances of why you were unable to write the PBA. This request must be received within two (2) business days following the PBA administration date. Please include any supporting documentation. The College will inform you of its decision within 14 business days of receipt of your request. If your request for a refund is approved, the PBA exam fee will be refunded minus the administration fee of \$55, and you will receive information regarding the next administration.

NOTE: If your withdrawal from the PBA results in costs to the College that cannot be recovered, the amount of refund will be reduced to cover the costs to the College.

For more information please refer to College [Policy 6-40: Candidates Unable To Write the Prior Learning Assessment and Recognition Examinations Due To Compelling Reasons.](#)

What PBA policies should I be aware of?

PBA policies and procedures are available [on the CDO website](#).

When will I receive my results?

You will receive your PBA results within 15 weeks of the assessment date from CDO.

Who should I contact if I have questions about the PBA Preparation Guide?

If you have any questions, please contact the College's Registration Program at: registration@collegeofdietitians.org

What should I know about the day of the PBA?

Prior to the PBA administration day:

- Prolydian is the company the College is using to administer the online PBA exam content.
- Prolydian will also provide the remote proctoring via a program called Proctor 360.
- Once eligible, you will be emailed instructions on how to set up your individual Prolydian account to take the PBA.
 - You will be required to confirm the exams you are scheduled for. Note that the written and oral portions will be listed as separate exam sessions but are all part of the same PBA exam administration day.
 - On exam day, you must present your proctor with government issued photo identification (ID) that contains your signature:
 - Driver's License, Government Issued ID card (must have photo and signature), Passport, or Military ID card.
 - No other forms of ID will be accepted.
- You will not be required to upload your ID in advance of exam day.
- You will be scheduled for the exam by CDO as there is only one exam day annually. The remote proctoring will be provided internally by Prolydian through a program called Proctor 360.
- In advance of the exam day, you will be required to sign a waiver with the College allowing your oral responses to be video and audio recorded. The recordings will only be used to verify your registration, ensure exam security, and to score your PBA responses.

- You will also be required to sign a confidentiality agreement. Any correspondence or discussion of the PBA, including the informal or organized sharing of and distribution of questions based on memory or recall, is not permitted, and means that you have breached confidentiality, as well as compromised your integrity and the standard of entry to the dietetic profession. See CDO PLAR [Policy 6-60: Disqualification and Cheating](#).
- You will not be permitted to complete the PBA if you do not sign the waiver and confidentiality agreement.

PBA administration day:

During the security check-in process with your online proctors and oral case interviewer on exam day, you will be required to present your government issued photo ID.

Make sure the room where you are taking the PBA is free of other people, pets, and clutter. You'll complete a 360-degree scan of the room using your webcam with your proctor and interviewer to make sure it's free of anything that might get in the way of your testing experience and then the test will begin. NOTE: unless you request a break, you will have to stay on screen for the duration of the PBA, otherwise the proctor may have to pause or stop the session.

Government issued photo identification:

- Present your government issued photo identification (ID) with your signature with you so the proctor and oral interviewer may verify this information.

Access to cell phones and other electronic devices:

- Initially, have your cell phone with you at the security check-in. Thereafter, cell phones, tablets, watches, and any other electronic devices must be stored away during the PBA. You may only use these devices if you encounter technical issues and need to call/email Prolydian support, during the designated lunch break, and after you have completed the entire PBA administration day.
- In case of an emergency, candidates and/or family members may call the College at: 416-598-1725 ext. 395.

Personal belongings:

- No personal belongings (e.g., purses, bags, coats) should be visible in the room where you take the PBA.

- With the exception of a calculator and whiteboard (outlined below), do not bring pens, pencils, paper, notebooks, or other resources. Everything you need for the PBA will be provided to you within the exam platform.

Calculators:

- There is a calculator for use within the PBA exam platform.
- If you prefer, you may use your own basic (non-scientific) calculator during the PBA.

Whiteboard:

- At your own expense, you may obtain a whiteboard (no larger than 11 x 14 inches) and dry erase marker for use during the PBA.
- Before you conclude each exam (**written and oral case review portions in Prolydian**), you must completely erase the whiteboard and show your proctor before submitting and exiting the exam.
- Use of a whiteboard during the PBA is entirely optional.

Use of earplugs:

- You may use earplugs during the written component of the PBA and the one-hour oral case review portion of the PBA.
- Earplugs must be foam, silicon, wax, or rubber based, and not have any strings or wires attached.
- No electronic earbuds or headsets are permitted.

Water, snacks, and lunch:

- An unlabeled water bottle or glass/cup is permitted in the room with you while you take the PBA.
- No food will be allowed inside the room where you take the PBA, unless an exam accommodation request has been granted.
- You are responsible for your own lunch during the designated lunch break.

Technical issues:

- If you encounter technical issues and your exam session is interrupted, attempt to rejoin your Proctor 360 link or Zoom link (as applicable). If your internet access is disrupted, your proctor or oral case interviewer will attempt to call you to get the session resumed.

- If you do not hear from someone to remedy your technical issues, please contact Prolydian support during the written or oral case review portion at: +1-850-739-8992 email: support@prolydian.com
- Contact the College during your oral interview administration at: 416-598-1725 ext. 395.
- Your exam time will not be impacted by technical issues. Your exam time and responses will be automatically saved, and your session time may be extended accordingly.

Appendix A: Suggested resources

The purpose of the PBA is to assess your practicum competency as compared to the standards of dietetic practice in Canada. Your formal education, practical training and work experience should have helped to prepare you for the PBA. To help you determine what and how much additional preparation is required, we strongly recommend that you:

Visit and complete the Canadian Dietetic Practice Orientation and Self-Assessment Tool (OSAT) available at www.dietitianselfassessment.ca

- The OSAT will provide you with an orientation to Canadian Dietetic Practice and assist you in reflecting on your knowledge and skills compared to the standards required to practice dietetics in Canada. This website is for informational purposes only and is offered free of charge.
- It is recommended that you read all the content of the website, then sign up to **“Complete My Self-Assessment”**. The Self-Assessment section builds on the content described on the website.
- Once you have completed your self-assessment, you will find resources within the website that may help you further explore dietetic practice in Canada. Please see the **“Resources”** section for further details. The resources provided may be used in Canadian dietetic education and training programs. Please keep in mind that this list is not exhaustive and is for general reference only.

Any specific information you enter on this website will not be available to any provincial dietetic regulatory body. Only summarized anonymous data on the website’s usage will be collected for the purposes of monitoring and evaluating the website. Your self-assessment survey has no impact on the PBA or CDO’s registration process.

Review suggested learning resources

Once you have noted any learning needs or areas you may need to strengthen, you may wish to consult learning resources as needed. It is your responsibility to find suitable resources that address your specific learning needs.

You may wish to review textbooks, websites, practice guidelines, etc. used in nutrition and food undergraduate education programs and in dietetic practical training.

Please note: The following learning resource list provides some examples of publications which may be used in Canadian dietetic education and training programs. This is not an exhaustive list and is for general reference only. These learning resources are not necessarily the only materials available, nor necessarily the sources of PBA exam questions.

Public reference libraries or university libraries may have resources for your preparation. You may wish to consult library catalogues online first. Generally, university libraries are publicly accessible, and visitors can browse the print collection and may use materials onsite.

Nutrition Care

Toronto Metropolitan University Pressbooks. (2022). Preparation for Dietetic Practice, Clinical Nutrition Models. Retrieved from:

<https://pressbooks.library.torontomu.ca/dietmods/>

Unger, L.U., Fenton, T. R., Jetty, R., Critch, J.N., O-Conner, D.L., Canadian Pediatric Society, Nutrition and Gastroenterology Committee. *Iron requirements in the first 2 years of life*. Canadian Pediatric Society. Retrieved from:

<https://www.cps.ca/documents/position/iron-requirements>

Alberta Health Services (2022). *Nutrition Guideline - Heart Health*. Retrieved from:

<https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-ng-heart-health.pdf>

American Society for Parenteral and Enteral Nutrition. (2019). *Clinical Guidelines*.

Retrieved from:

https://www.nutritioncare.org/Guidelines_and_Clinical_Resources/Clinical_Guidelines/

Frankenfield D. Energy. In Mueller CM. The A.S.P.E.N Adult Nutrition Support Core Curriculum. 3rd edition: 2017.

Butte NF and Caballero B. Energy needs: Assessment and Requirements. In Shils M, Shike M, Ross AC, Caballero B. *Modern Nutrition in Health and Disease*. 11th ed: Philadelphia, Pennsylvania; Wolter Kluwer Health/Lippincott Williams and Wilkins, 2012.

Anderson, T. J., Grégoire, J., Pearson, G. J., Barry, A. R., Couture, P., Dawes, M., . . . Ward, R. (2016). 2016 Canadian cardiovascular society guidelines for the management of dyslipidemia for the prevention of cardiovascular disease in the adult. *Canadian Journal of Cardiology*, 32(11), 1263-1282. doi:10.1016/j.cjca.2016.07.510

Aveyard, H., & Sharp, P. (2013). *A beginner's guide to evidenced based practice in health and social care* (2nd Ed). New York, NY: McGraw-Hill Open University Press.

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Appendix B: Sample PBA cases

Below are three sample cases and related questions. Due to the potential variability in correct and acceptable responses to the questions below, an answer key has not been provided. Please refer to the resources section to assist you in your preparation for the PBA, if required. As mentioned earlier, responses will be assessed on accuracy, comprehensiveness, and professionalism.

The allocated point values per case are for illustrative purposes only.

Nutrition Care

Written Case Total points: 30

Mrs. Jewell has been referred to you in the outpatient clinic by her respirologist for nutrition assessment and management. She was diagnosed with emphysema/chronic obstructive pulmonary disease (COPD) eight years ago.

She had been stable with no limitations on her activity or lifestyle until about one year ago when she developed decreased exercise tolerance, increasing shortness of breath during household activities and frequent upper respiratory tract infections.

Mrs. Jewell has experienced significant weight loss over the past year with decreased appetite and food intake. She feels fatigued quite easily and has bone and joint pain. This limits her activity and makes it difficult for her to complete daily household tasks such as preparing meals. She does not like to leave her house very often, especially since her husband died.

Mrs. Jewell has been hospitalized three times in the past year for exacerbation of COPD and pneumonia. She was discharged one month ago from a three-week hospital stay. Her only other medical issue is hypertension, which is well controlled by medication.

During her most recent hospitalization, she was able to gain some weight, which she said improved her energy and activity level. However, over the past month since her discharge, she has started to lose weight, and her energy level has decreased back to her previous level.

Laboratory Results

Today (day of assessment)	Normal values	One month ago (hospital discharge)
Na 144	135 – 145 mmol/L	138
K 3.8	3.5 – 5.0 mmol/L	4.2
PO4 0.82	0.80 – 1.33 mmol/L	1.07
Urea 1.8	2.5 - 8.0 mmol/L	3.8
Creatinine 21	55 – 100 umol/L	26
Albumin 28.0	35 – 50 g/L	32
Prealbumin 0.14	0.18 – 0.45 g/L	0.19
pO2 75	83 – 108 mmHg	78
pCO2 62	35 – 45 mmHg	61
LKC 7.8	4.0 – 10.0 x10 ⁹ /L	6.9
Hemoglobin 89	115 – 160 g/L	92
MCV 72.4	79.0 – 97.0 fL	74.4
RDW 18.4	12 – 15%	17.6

Medical Chart Information

Past medical history

- Diagnosed with emphysema/chronic obstructive pulmonary disease (COPD) eight years ago; ex-smoker, quit 9 years ago; remained stable with no hospitalizations until approximately one year ago
- Developed decreased exercise tolerance; increasing shortness of breath during household activities; frequent upper respiratory tract infections; hospitalized three times in the past year
- Bone, joint and muscle pain has increased over the past three months
- Hypertension, well controlled with medication

Social history

- 71-year-old woman, lives alone
- Husband passed away 14 months ago
- Three adult children; five grandchildren; all live several hours away

Diet history

- Appetite decreased slightly but she feels that it's due to fatigue after preparing her meals
- Feels full quite quickly
- Avoids milk and milk products because of lactose intolerance

<p>Three-day food record:</p> <ul style="list-style-type: none"> • Average intake: 1385 calories, 41.2 grams protein 	
Physical assessment	Functional status
Moderate wasting of temporalis, pectoralis, and deltoid muscles; mild edema of lower limbs; no loss of subcutaneous fat; nails very brittle, break easily, spoon shaped; skin quite pale; increase in hair loss	Gradual decline in exercise tolerance over the past 12 months; fatigues very easily; finds activities of daily living (ADL) difficult; meal preparation fatigues her; spends most of her time in the house due to fatigue and pain
Medications and supplements	Anthropometric data
<p>Medications:</p> <ul style="list-style-type: none"> • Roflumilast (Daliresp) 500 mcg by mouth daily (phosphodiesterase inhibitor; decreases swelling in lungs) • Tiotropium (Spiriva) inhaler three puffs daily (bronchodilator; relaxes air passages) • Ipratropium (Atrovent) inhaler two puffs prior to activity (bronchodilator; relaxes air passages) • Fluticasone/Salmeterol (Advair) inhaler two puffs twice daily (steroid/long-acting beta-agonist; decreases swelling/relaxes air passages) • Olmesartan Medoxomil (Olmetec) 20 mg by mouth daily (anti-hypertensive) <p>Supplements:</p> <ul style="list-style-type: none"> • Omega-3 supplement, one tab daily by mouth 	<p>Height: 147 cm (58 inches) Weight 43.4 kg (95.5 lbs) today Body Mass Index (BMI): 20.1 kg/m²</p> <p>Weight change:</p> <ul style="list-style-type: none"> • Decrease of 0.7 kg (1.5 lbs) over the past month since discharge from hospital • Weight had increased 1.5 kg (3.3 lbs) over three-week hospital stay • Weight one year ago was 47.7 kg (105 lbs)

Question 1:

What are the limitations of using Body Mass Index (BMI) as anthropometric assessment data for Mrs. Jewell?

--

Question 2:

Based on the information provided, identify three reliable types of nutrition assessment data that will help you assess Mrs. Jewell’s current nutritional status? For each, explain why it is reliable.

	Nutrition assessment data	Explain why it is reliable
1		
2		
3		

Question 3:

What are three nutrition problems that you identify? Provide your rationale for each.

	Nutrition problem	Rationale
1		
2		
3		

Question 4:

Identify two micronutrient deficiencies that Mrs. Jewell may have. What further information would you request to help identify them?

	Possible micronutrient deficiency	Further information you would request
1		
2		

Question 5:

Mrs. Jewell is discouraged because she has not been able to maintain the weight she gained while she was in the hospital. She is also discouraged because she has had a loss in energy and activity level. She feels she is eating the same amount and types of food at home compared to what she was eating when she was discharged.

What two factors may be impacting her decrease in weight, energy, and activity level at home?

	Factors impacting Mrs. Jewell at home
1	
2	

Population Health Promotion

Oral Case Total points: 28

You are a dietitian working in a community health centre. You are responsible for coordinating a monthly program, which provides education to adults to help prevent or manage Type 2 diabetes.

Every month, you provide education sessions to the nurses on your interdisciplinary healthcare team on various nutrition topics related to Type 2 diabetes. You have been asked to provide an education session on low glycemic index foods using the Diabetes Canada's Clinical Practice Guidelines¹.

Note: Applicant is provided with the following resource:

The Glycemic Index: <http://guidelines.diabetes.ca/health-care-provider-tools/glycemic-index>

Question 1:

Before planning for your education session, you would first like to better understand the needs and expectations of the nurses on your healthcare team.

Identify two audience characteristics or contextual factors you would like to know more about to help plan your education session. Explain your rationale for why you would want to collect this information.

	Audience characteristic or contextual factor	Rationale
1		
2		

¹ Diabetes Canada Clinical Practice Guidelines. (2018, with updates in 2020 and 2021). Available from: <http://guidelines.diabetes.ca/cpg>

Question 2:

For your education session, you will introduce and explain Diabetes Canada's Clinical Practice Guidelines' recommendations on choosing low glycemic index foods. Your presentation should include:

- A brief introduction
- A description of the Diabetes Canada's Clinical Practice Guidelines' recommendations on low-glycemic foods
- An explanation of the difference between low, medium, and high glycemic index foods
- An example of how to help clients incorporate low glycemic foods as part of their daily diet
- A brief conclusion

You have up to 15 minutes to convey this information to your audience.

Notes:

Question 3:

During the education session, a nurse says that she doesn't find the glycemic index to be a useful tool to help clients control blood glucose levels. As a result, she often won't use this tool with clients. You feel strongly that it is important for the healthcare team to consistently adhere to Diabetes Canada's Clinical Practice Guidelines' recommendations.

Identify and explain two active listening techniques you should use to address the nurse's concern.

	Active listening technique	Explanation of active listening technique
1		
2		

Question 4:

After the education session, you asked participants to provide feedback using an anonymous online survey. You received 10 responses. The questionnaire used a 5-point Likert scale with a range of outcomes from 'Strongly Disagree' to 'Strongly Agree.' Sixty percent of respondents (N=6) indicated that they 'Disagreed or 'Strongly Disagreed' that the information on the glycemic index was clear and easy to understand.

Identify two strategies to address this feedback in future education sessions. Provide your rationale for each.

	Strategy	Rationale
1		
2		

Management and Leadership & Food Provision

Written case Total points: 28

You are a dietitian working at a government-funded early childhood education centre. You are responsible for overseeing the proper provision of food and foodservices at the centre. The centre provides breakfast, a mid-morning snack, lunch, and an afternoon snack for the children.

The centre provides services to 30 ethnically diverse preschool children ranging from two to five years old.

Question 1:

You are responsible for designing a new four-week menu for the preschool children. Identify four menu planning principles that you should follow when developing the new menu. Explain why each menu planning principle should be followed considering your clients' needs.

	Menu planning principle	Explain why it is important to follow the menu planning principle considering your clients
1		
2		
3		
4		

Question 2:

Before you develop the new four-week menu, you need to obtain feedback on the current menu. Identify three stakeholders you should approach. For each, explain why it is important to obtain information from the stakeholder. Explain what information you expect each stakeholder to provide.

	Stakeholder you should approach	Why is it important to obtain information from the stakeholder?	What information do you expect the stakeholder to provide?
1			
2			
3			

Question 3:

As you plan to introduce the new four-week menu, you need to forecast the number of servings for each menu item. You speak with the foodservice staff and ask them to provide their best estimates. Identify three additional sources of information that will assist with forecasting.

	Sources of information that will assist with forecasting
1	
2	
3	