



Applicant: _____

Assigned File #: _____

[insert name] (the “Applicant”) applied to the College of Dietitians of Ontario (the “College”) for registration as a dietitian on [insert date]].

Under section 15(2) of the *Health Professions Procedural Code* (the “Code”), which is Schedule 2 to the *Regulated Health Professions Act, 1991*, S.O. 1991, c. 18, the Registrar of the College (the “Registrar”) shall refer an application for registration to the Registration Committee if the Registrar:

- has doubts, on reasonable grounds, about whether the applicant fulfills the registration requirements;
- is of the opinion that terms, conditions, or limitations should be imposed on a certificate of registration of the applicant and the applicant is an individual described in subsection 22.18 (1) of the *Code* (related to out-of-province certificates of registration);
- is of the opinion that terms, conditions, or limitations should be imposed on a certificate of registration of the applicant and the applicant does not consent to the imposition; or
- proposes to refuse the application.

In this case, the Registrar has referred the Applicant’s application to the Registration Committee because the Registrar has doubts, on reasonable grounds, about whether the applicant fulfils the registration requirements.

The Registration Committee was asked to consider the application and written submissions of the Applicant, and to determine whether the Applicant fulfils the registration requirements. A panel of the Registration Committee reviewed the application on [insert date].

DOCUMENTS REVIEWED

A list of all documents reviewed by the panel including submissions from the Applicant is included in Appendix A.



The Applicant graduated from the University of [insert name], country, with a [insert degree name] in [insert area of study], in 20xx; and from the University of [insert name], country, with a [insert degree] in [insert area of study], in 20xx.

In addition, the Applicant completed practical training during their degree or at [insert program name], city, country, in 20xx.

PANEL'S DECISION

After thoroughly considering the application and supporting documents, and the Applicant's submissions, the panel directs the Registrar not to issue a Certificate of Registration to the Applicant because they do not meet the non-exemptible academic and practical training requirements set out in the General Regulation under the *Dietetics Act, 1991*, S.O. 1991, c26 (the "Registration Regulation").

PANEL'S REASONS FOR MAKING ITS DECISION

Academic Requirement

The academic requirements for registration are set out in section 6(1)1.i. (the "Academic Requirement") of O. Reg. 72/12 made under the *Dietetics Act, 1991*, (the "Registration Regulation"). The Academic Requirement is non-exemptible.

All Canadian university programs in food and nutrition accredited by Education Quality Accreditation Canada (EQal) which is the accrediting agency approved by the Council of the College, are four-year Baccalaureate degree programs. Although each program is free to place emphasis on particular areas of nutrition and dietetics, all programs include, at a minimum, the Foundational Knowledge Content Areas and the Academic Performance Indicators, as set out in the [Integrated Competencies for Dietetic Education and Practice](#) ("ICDEP"), 2020.

The panel found that the Applicant does not meet the non-exemptible Academic Requirement because the Applicant's academic preparation was found to be missing a significant amount of the Academic Competencies required in an accredited dietetics degree in Canada. Appendix B includes a summary of the Academic Competencies and associated Performance Indicators that were found to be missing from the Applicant's education.



Many of the missing Academic Competencies and associated Performance Indicators are quite important to the safe, effective, and ethical practise of dietetics. Their absence places the public at risk. For example:

- (Academic Competency/Performance Indicator)
- (Academic Competency/Performance Indicator)
- (Academic Competency/Performance Indicator)

Practical Training Requirement

In addition to meeting the academic requirements, all applicants must demonstrate that they meet the College's competency standards. They can do this by successfully completing the practical training requirement set out in section 6(1)1.ii of the Registration Regulation (the "Practical Training Requirement"). The Practical Training Requirement is non-exemptible.

The practical training for dietitians in Canada is the culmination of the educational process wherein the theoretical knowledge base is applied in practise. The College considers the Practical Training Requirement essential to safeguarding the public interest, because it is during the practical training that the candidate's competence is confirmed, as they must demonstrate achievement of the College's competency standards under the structured supervision of a registered dietitian.

The Practical Training Requirement may be met if an applicant demonstrates that they have successfully completed a practical training program in Canada accredited by 1) Education Quality Accreditation Canada (EQual) or 2) an equivalent program outside Canada (see paragraph A of section 6(1)1.ii of the Registration Regulation). All accredited programs in Canada adhere to a competency model, which means that candidates are assessed based on their competencies in dietetics, and the programs all include rotations in areas of nutrition care (clinical nutrition), population health, and food and nutrition management. Most programs are 40 weeks in duration. All programs are closely supervised by registered dietitians who regularly evaluate candidates' performance according to a formal evaluation structure. To be eligible to participate in an accredited practical training program a candidate must have first met the academic requirement. Although each accredited practicum program is free to place emphasis on certain areas of nutrition and dietetics, all programs include, at a minimum, the practicum performance indicators outlined on pages 14-24 of the ICDEP.



There are also other routes that the Applicant can take to demonstrate that they have met the Practical Training Requirement. They are set out in paragraphs B, C and D of section 6(1)1.ii of the Registration Regulation.

The panel found that the Applicant does not meet the Practical Training Requirement because the documents provided gave no indication that the training was based on a set of competencies comparable to those in the ICDEP. Appendix B includes a summary of the Performance Indicators that were found to be missing from the Applicant's practical training.

Many of the Practicum Competencies and associated Performance Indicators are quite important to the safe, effective, and ethical practise of dietetics. Their absence places the public at risk. For example:

- (Practice Competency/ Performance Indicator)
- (Practice Competency/ Performance Indicator)
- (Practice Competency/ Performance Indicator)

Other Registration Requirements

The panel also reviewed all other registration requirements of the College:

Current Dietetic Knowledge and Skills

The panel was not satisfied that the Applicant meets the registration requirement for current dietetic knowledge and skills, as they do not meet the non-exemptible academic and practical training requirements set out in the General Regulation under the *Dietetics Act, 1991, S.O. 1991, c26* (the "Registration Regulation").

Eligibility to Work in Canada

The panel was satisfied that the Applicant meets the registration requirement for eligibility to work in Canada, as the Applicant provided the College with documentation showing that they are a Canadian citizen, Permanent Resident, or hold a valid work permit.



Language Proficiency

The panel was satisfied that the Applicant meets the language proficiency registration requirement, because the medium of instruction during the Applicant's education and training was English.

Past Offences, Findings, and Conduct

The panel was satisfied, upon review of the declarations made by the Applicant on the application form that the Applicant does not have any past offences, findings, or conduct issues that would impact their ability to practise dietetics safely, ethically, and competently according to the law.

Health

The panel was satisfied that the Applicant meets the health registration requirement, because the Applicant declared on their application form that they are not suffering from any physical or mental condition or disorder that affects their ability to perform the duties of a practising dietitian safely.

The Applicant has some options to address the panel's concerns set out in this decision. For example, the Applicant can submit additional academic or practical training information to try to demonstrate that the missing items have indeed been achieved. Alternatively, the Applicant could undergo the College's [Prior Learning Assessment and Recognition process](#) (if eligible) that provides additional opportunities to demonstrate competence pursuant of section 6(1)2 of the Registration Regulation. The Applicant could also undergo additional education to address the missing [competencies outlined in the ICDEP](#), as specified in this decision letter.

I, [insert panel chair name] RD (RD if applicable), hereby sign this Decision and Reasons letter on behalf of the other members of the panel who were present at the meeting of [insert date].

Panel Chair

Date

Other Panel members:



Appendix A

1. Application for registration with the College, received [insert date].
2. Correspondence dated [insert date] from the College informing the Applicant of the referral of their file to the Registration Committee.
3. WES Credential Evaluation and Authentication Report for [Degree Name], in [Year of completion], from [University Name, Country] to be equivalent to a [equivalency as per WES report] in Canada, received [insert date].
4. Official transcript from [insert University name], city, country, for a [insert degree name], received [insert date].
5. Official transcript from [insert University name], for insert degree name], received [insert date].
6. Proof of language proficiency from the University of [insert name], received [insert date].
7. Applicant's resume, received [insert date].
8. Employment Verification from [insert employer], received [insert date].
9. Verification of membership with [insert regulator], received [insert date].
10. Official course descriptions from [insert University name], city, country, received [insert date].
11. Official course description from the University of [insert name], country, received [insert date].
12. Details of practical training completed at [insert program name], city, country, received [insert date].
13. Proof of authorization to work in Canada, received [insert date].



Comparison of the Applicant's Degree Against the [Academic and Practical Training Performance Indicators](#) from the ICDEP (pages 14-24 of the ICDEP)

Note: Underlined terms in the following table are hyperlinked to definitions and references in the Glossary.

PRACTICE COMPETENCIES (workplace abilities expected of the dietitian at entry-to-practice)		PERFORMANCE INDICATORS (performance that will be assessed prior to registration)	PI ASSESSMENT REQUIRED			
			Academic	Check if found	Practicum	Check if found
1. FOOD AND NUTRITION EXPERTISE						
Dietitians integrate their food and nutrition expertise to support the health of individuals, communities, and populations						
1.01	Apply understanding of food composition and food science	a. Demonstrate understanding of physical and chemical properties of food	KH	<input type="checkbox"/>		
		b. Demonstrate understanding of food preparation, processing and preservation	KH	<input type="checkbox"/>		
		c. Demonstrate understanding of the role of ingredients and their interaction in food preparation	KH	<input type="checkbox"/>		
		d. Demonstrate understanding of the sensory evaluation of food	KH	<input type="checkbox"/>		
		e. Demonstrate understanding of microbes in food	KH	<input type="checkbox"/>		
		f. Identify sources of micronutrients and macronutrients in food	K	<input type="checkbox"/>		
		g. Identify sources of non-nutrient functional components in food	K	<input type="checkbox"/>		
1.02	Apply understanding of food environments	a. Demonstrate knowledge of government policy in regulating food products in Canada	K	<input type="checkbox"/>		
		b. Demonstrate understanding of factors affecting food systems in Canada	KH	<input type="checkbox"/>		
		c. Demonstrate awareness of Indigenous values and ways of knowing related to food environments	K	<input type="checkbox"/>		
		d. Demonstrate understanding of factors affecting food security of Canadians	KH	<input type="checkbox"/>		
		e. Demonstrate understanding of factors affecting food safety	KH	<input type="checkbox"/>		
		f. Demonstrate understanding of sustainable food systems	KH	<input type="checkbox"/>		



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			Academic	Check if found	Practicum	Check if found
1.03	Apply understanding of human nutrition and metabolism	a. Demonstrate understanding of the role of nutrients and other food components	KH	<input type="checkbox"/>		
		b. Demonstrate understanding of the processes of ingestion, digestion, absorption and excretion	KH	<input type="checkbox"/>		
		c. Demonstrate understanding of metabolism	KH	<input type="checkbox"/>		
1.04	Apply understanding of dietary requirements and guidelines	a. Demonstrate understanding of dietary requirements across the lifespan, in health and disease	KH	<input type="checkbox"/>		
		b. Demonstrate understanding of factors affecting energy balance in determining dietary requirements	KH	<input type="checkbox"/>		
		c. Demonstrate understanding of current nutrition recommendations and dietary guidelines	KH	<input type="checkbox"/>		
		d. Demonstrate understanding of how deficiencies and toxicities of nutrients affect health	KH	<input type="checkbox"/>		
		e. Demonstrate understanding of the role of dietary supplements	KH	<input type="checkbox"/>		
1.05	Apply understanding of dietary practices	a. Demonstrate understanding of behavioural theories relevant to food choice and eating	KH	<input type="checkbox"/>		
		b. Demonstrate understanding of social aspects of food choice and eating	KH	<input type="checkbox"/>		
		c. Demonstrate understanding of psychological aspects of food choice and eating	KH	<input type="checkbox"/>		
		d. Demonstrate understanding of the impact of financial resources on food choice and eating	KH	<input type="checkbox"/>		
		e. Demonstrate awareness of the role of Indigenous traditional / country foods in dietary practices	K	<input type="checkbox"/>		
		f. Demonstrate awareness of the role of religion and culture in dietary practices	K	<input type="checkbox"/>		
		g. Demonstrate knowledge of trends in food consumption	K	<input type="checkbox"/>		
1.06	Integrate nutrition care principles and practices	a. Demonstrate knowledge of human physiological systems in health and disease	K	<input type="checkbox"/>		



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			Academic	Check if found	Practicum	Check if found
		b. Demonstrate knowledge of the etiology and pathophysiology of nutrition-related diseases	K	<input type="checkbox"/>		
		c. Demonstrate understanding of nutrition-related disease management strategies	KH	<input type="checkbox"/>		
		d. Demonstrate understanding of the Nutrition Care Process	KH	<input type="checkbox"/>		
1.07	Integrate population health promotion principles and practices	a. Demonstrate understanding of determinants of health , health equity , and social justice	KH	<input type="checkbox"/>		
		b. Demonstrate knowledge of frameworks for population and public health	K	<input type="checkbox"/>		
		c. Demonstrate understanding of capacity development strategies related to community food and nutrition issues	KH	<input type="checkbox"/>		
		d. Demonstrate understanding of health promotion concepts and approaches	KH	<input type="checkbox"/>		
1.08	Integrate quantity food provision principles and practices	a. Demonstrate understanding of food provision strategies that foster health in individuals, communities and population	KH	<input type="checkbox"/>		
		b. Demonstrate understanding of strategies that support sustainable food provision	KH	<input type="checkbox"/>		
		c. Demonstrate knowledge of approaches to food marketing	K	<input type="checkbox"/>		
		d. Demonstrate knowledge of food provision in emergency planning	K	<input type="checkbox"/>		
2. PROFESSIONALISM AND ETHICS						
Dietitians use professional, ethical and client -centred approaches, to practice with integrity and accountability						
2.01	Practice within the context of Canadian diversity	a. Demonstrate knowledge of the diversity in Canadian society	K	<input type="checkbox"/>		
		b. Demonstrate knowledge of health systems in Canada	K	<input type="checkbox"/>		
		c. Demonstrate understanding of the impact of diverse attitudes and values on health	KH	<input type="checkbox"/>		
		d. Identify structures that impact health equity and social justice	KH	<input type="checkbox"/>	D	<input type="checkbox"/>



PRACTICE COMPETENCIES (workplace abilities expected of the dietitian at entry-to-practice)		PERFORMANCE INDICATORS (performance that will be assessed prior to registration)	PI ASSESSMENT REQUIRED			
			Academic	Check if found	Practicum	Check if found
2.02	Act ethically and with integrity	a. Treat others with respect	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Act in a manner that engenders trust	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Act in accordance with ethical principles	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Accept accountability for decisions and actions	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Act in a manner that upholds the reputation of the profession	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		f. Maintain professional boundaries	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
2.03	Practice in a manner that promotes cultural safety	a. Act with sensitivity and humility with regard to diverse cultural groups	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Demonstrate awareness of Indigenous values and ways of knowing related to health and wellness	K	<input type="checkbox"/>		
		c. Demonstrate awareness of the ongoing impact of colonization / residential schools / intergenerational trauma / systemic racism on Indigenous peoples in Canada	K	<input type="checkbox"/>		
		d. Demonstrate awareness of the role of self-determination in supporting capacity development	K	<input type="checkbox"/>		
		e. Act with awareness of how one's own biases, beliefs, behaviours, power and privilege may affect others	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
2.04	Employ a client -centred approach	a. Demonstrate knowledge of principles of a client -centred approach	K	<input type="checkbox"/>		
		b. Ensure informed consent	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Identify client perspectives, needs and assets	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Engage client in collaborative decision making	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Maintain client confidentiality and privacy	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
2.05	Practice according to legislative, regulatory and organizational requirements	a. Demonstrate knowledge of federal requirements relevant to dietetic practice	K	<input type="checkbox"/>		
		b. Demonstrate knowledge of provincial / territorial requirements relevant to dietetic practice	K	<input type="checkbox"/>		



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			Academic	Check if found	Practicum	Check if found
		c. Demonstrate knowledge of regulatory scope of practice, bylaws, standards of practice and codes of ethics	K	<input type="checkbox"/>		
		d. Adhere to regulatory requirements			D	<input type="checkbox"/>
		e. Comply with organizational policies and directives			D	<input type="checkbox"/>
2.06	Ensure appropriate and secure documentation	a. Document relevant information accurately and completely, in a timely manner	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Maintain security and confidentiality of records	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
2.07	Use risk management approaches	a. Identify risks and hazards in the practice setting	K	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Contribute to an organizational culture of safety	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
2.08	Manage time and workload	a. Prioritize activities	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Meet deadlines	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
2.09	Employ an evidence-informed approach to practice	a. Demonstrate knowledge of factors that inform decision making	K	<input type="checkbox"/>		
		b. Demonstrate knowledge of the process of evidence-informed decision making	K	<input type="checkbox"/>		
		c. Make evidence-informed decisions	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
2.10	Engage in reflective practice	a. Demonstrate knowledge of principles of reflective practice	K	<input type="checkbox"/>		
		b. Critically assess approaches to practice			D	<input type="checkbox"/>
		c. Develop goals and seek resources to improve practice			D	<input type="checkbox"/>
2.11	Practice within limits of current personal level of professional knowledge and skills	a. Articulate individual level of professional knowledge and skills	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Identify situations which are beyond personal capacity			D	<input type="checkbox"/>
		c. Address situations beyond personal capacity			D	<input type="checkbox"/>
2.12	Maintain comprehensive and current knowledge relevant to practice	a. Use relevant terminology	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Identify relevant sources of information	KH	<input type="checkbox"/>	D	<input type="checkbox"/>



PRACTICE COMPETENCIES (workplace abilities expected of the dietitian at entry-to-practice)		PERFORMANCE INDICATORS (performance that will be assessed prior to registration)	PI ASSESSMENT REQUIRED K = Knows; KH – Knows How; SH – Shows How; D = Does (based on Miller's Pyramid)			
			Academic	Check if found	Practicum	Check if found
		c. Critically appraise information relevant to practice	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Identify emerging information relevant to practice	K	<input type="checkbox"/>	D	<input type="checkbox"/>
2.13	Use information management technologies to support practice	a. Demonstrate knowledge of information technologies relevant to practice	K	<input type="checkbox"/>		
		b. Use information management systems	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
3. COMMUNICATION AND COLLABORATION						
Dietitians communicate effectively and collaborate with others to achieve practice goals						
3.01	Use appropriate communication approaches	a. Identify opportunities for and barriers to communication relevant to context	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Use communication approaches appropriate to context	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Use language tailored to audience	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
3.02	Use effective written communication skills	a. Write in a manner responsive to audience	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Write clearly and in an organized fashion	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
3.03	Use effective oral communication skills	a. Speak in a manner responsive to audience	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Speak clearly and in an organized fashion	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
3.04	Use effective electronic communication skills	a. Demonstrate knowledge of electronic communication applications	K	<input type="checkbox"/>		
		b. Use electronic communication relevant to context	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
3.05	Use effective interpersonal skills	a. Employ principles of active listening	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Use and interpret non-verbal communication	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Act with empathy	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Establish rapport	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Employ principles of negotiation and conflict management	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		f. Seek and respond to feedback	SH	<input type="checkbox"/>	D	<input type="checkbox"/>



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			Academic	Check if found	Practicum	Check if found
		g. Provide constructive feedback to others	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
3.06	Engage in teamwork	a. Demonstrate knowledge of principles of teamwork and collaboration	K	<input type="checkbox"/>		
		b. Contribute effectively to teamwork	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
3.07	Participate in collaborative practice	a. Identify scenarios where dietetics knowledge is a key element in collaborative practice	K	<input type="checkbox"/>		
		b. Identify scenarios where the expertise of others is a key element in dietetic practice	K	<input type="checkbox"/>		
		c. Participate in discussions with team members	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Contribute dietetics knowledge in collaborative practice	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Draw upon the expertise of others	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		f. Contribute to collaborative decision making	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
4. MANAGEMENT AND LEADERSHIP						
Dietitians use management skills and provide leadership to advance health , through food and nutrition						
4.01	Manage programs and projects	a. Demonstrate understanding of management principles	KH	<input type="checkbox"/>		
		b. Contribute to strategic and operational planning	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Contribute to human resource management	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Contribute to financial management	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Contribute to physical resource management	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
4.02	Assess and enhance approaches to practice	a. Assess a practice situation	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Interpret and consolidate evidence to establish a course of action	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Plan the implementation of change	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Plan the evaluation of change	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
4.03	Participate in practice-based	a. Frame question(s)	SH	<input type="checkbox"/>	D	<input type="checkbox"/>



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			Academic	Check if found	Practicum	Check if found
	research activities	b. Critically appraise literature	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Identify relevant methodology	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Interpret findings	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Communicate findings	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
4.04	Undertake knowledge translation	a. Identify food and nutrition knowledge relevant to others	K	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Reframe knowledge into a format accessible to others	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
4.05	Advocate for ongoing improvement of nutritional health and care	a. Identify opportunities for advocacy	K	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Identify strategies for effective advocacy	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Engage in advocacy			D	<input type="checkbox"/>
4.06	Foster learning in others	a. Demonstrate understanding of theories of teaching and learning	KH	<input type="checkbox"/>		
		b. Identify opportunities for learning	KH	<input type="checkbox"/>	D	
		c. Assess learning needs and assets	KH	<input type="checkbox"/>	D	
		d. Develop learning outcomes	KH	<input type="checkbox"/>	D	
		e. Implement educational strategies	KH	<input type="checkbox"/>	D	
		f. Evaluate achievement of learning outcomes	KH	<input type="checkbox"/>	D	
4.07	Foster development of food literacy in others	a. Demonstrate knowledge of the concept of food literacy	K	<input type="checkbox"/>		
		b. Identify strategies to assist the development of food literacy	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Engage in activities to build food literacy	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
4.08	Foster development of food skills in others	a. Demonstrate understanding of factors that impact client ability to safely plan, access, select, store and prepare food that meets their needs	KH	<input type="checkbox"/>		
		b. Demonstrate awareness of the availability and preparation of Indigenous traditional / country foods	K	<input type="checkbox"/>		



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		Academic	Check if found	Practicum	Check if found
	c. Demonstrate awareness of the availability and preparation of foods specific to cultural groups	K	<input type="checkbox"/>		
	d. Respond to the cultural foodways of client	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
	e. Identify strategies to assist in the development of food skills	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
	f. Critically appraise food messaging and marketing	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
	g. Interpret food label	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
	h. Demonstrate food preparation techniques	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
	i. Engage with client in building food skills	KH	<input type="checkbox"/>	D	<input type="checkbox"/>

5. NUTRITION CARE

Dietitians use management skills and provide [leadership](#) to advance [health](#), through food and nutrition

5.01	Conduct nutrition assessment	a. Use appropriate nutrition risk screening strategies	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Identify relevant information	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Assess and interpret food- and nutrition-related history	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Obtain and interpret medical history	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Obtain and interpret demographic, psychosocial and health behaviour history	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		f. Assess and interpret anthropometric parameters	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		g. Assess and interpret nutrition-focused physical findings	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		h. Obtain and interpret biochemical data	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		i. Obtain and interpret results from medical tests and procedures	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		j. Obtain and interpret medication data	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		k. Assess and interpret chewing, swallowing and eating abilities	KH	<input type="checkbox"/>	SH	<input type="checkbox"/>



PRACTICE COMPETENCIES (workplace abilities expected of the dietitian at entry-to-practice)		PERFORMANCE INDICATORS (performance that will be assessed prior to registration)		PI ASSESSMENT REQUIRED			
				Academic	Check if found	Practicum	Check if found
5.02	Determine nutrition diagnosis	a. Integrate assessment findings to identify nutrition problem(s)	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		b. Prioritize nutrition problems	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
5.03	Plan nutrition intervention(s)	a. Determine nutrition goals	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		b. Determine nutrition requirements	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		c. Determine dietary modifications	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		d. Determine therapeutic supplementation	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		e. Determine supportive physical and social /environmental accommodations	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		f. Determine enteral nutrition regimens	KH	<input type="checkbox"/>	SH	<input type="checkbox"/>	
		g. Determine parenteral nutrition regimens	KH	<input type="checkbox"/>	SH	<input type="checkbox"/>	
		h. Determine client learning needs and assets	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		i. Determine required resources and support services	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
5.04	Implement nutrition intervention(s)	a. Coordinate implementation of nutrition intervention(s)	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		b. Provide nutrition education	SH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		c. Provide nutrition counselling	SH	<input type="checkbox"/>	D	<input type="checkbox"/>	
5.05	Monitor nutrition intervention(s) and evaluate achievement of nutrition goals	a. Determine strategies to monitor effectiveness of nutrition intervention(s)	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		b. Evaluate progress in achieving nutrition goals	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		c. Adjust nutrition intervention(s) when appropriate	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
6. POPULATION HEALTH PROMOTION							
Dietitians assess food and nutrition needs with communities / populations, and collaborate in planning to promote health							
6.01	Assess food- and nutrition- related situation of communities and populations	a. Identify types and sources of information required to assess food and nutrition-related situation of communities and populations	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		b. Identify stakeholders	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	
		c. Access relevant assessment information	KH	<input type="checkbox"/>	D	<input type="checkbox"/>	



PRACTICE COMPETENCIES (workplace abilities expected of the dietitian at entry-to-practice)		PERFORMANCE INDICATORS (performance that will be assessed prior to registration)	PI ASSESSMENT REQUIRED			
			Academic	Check if found	Practicum	Check if found
		d. Interpret food and nutrition surveillance data	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Interpret health status data	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		f. Interpret information related to the determinants of health and health equity	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		g. Interpret information related to food systems and dietary practices	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
6.02	Determine food- and nutrition-related issues of communities and populations	a. Integrate assessment findings to identify food- and nutrition-related assets , resources and needs	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Prioritize issues requiring action	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
6.03	Develop food- and nutrition-related community / population health plan	a. Contribute to development of goals and objectives	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Identify strategies to meet goals and objectives	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Identify required resources and supports	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Contribute to identification of evaluation strategies	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
6.04	Implement food- and nutrition-related community / population health plan	a. Participate in implementation activities	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
6.05	Monitor and evaluate food- and nutrition-related community / population health plan	a. Contribute to monitoring implementation activities	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Contribute to evaluation activities	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Propose adjustments to increase effectiveness or meet modified goals and objectives	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
7. FOOD PROVISION						
Dietitians manage and consult on quantity food provision to support health						
7.01	Determine food provision requirements of a group / organization	a. Identify types and sources of information required to assess food provision needs	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Access relevant information	KH	<input type="checkbox"/>	D	<input type="checkbox"/>



PRACTICE COMPETENCIES (workplace abilities expected of the dietitian at entry-to-practice)		PERFORMANCE INDICATORS (performance that will be assessed prior to registration)	PI ASSESSMENT REQUIRED			
			Academic	Check if found	Practicum	Check if found
		c. Interpret situational factors that impact food provision	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Assess food provision requirements	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Integrate findings to determine food provision priorities	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
7.02	Plan food provision	a. Participate in development of goals and objectives	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Identify strategies to meet goals and objectives	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Identify required resources and supports	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Participate in identification of evaluation strategies	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
7.03	Manage food provision	a. Identify facility layout and equipment requirements for food production	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Participate in purchasing, receiving, storage, inventory control and disposal of food	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Develop and standardize recipes	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		d. Participate in menu planning	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		e. Participate in management of food production and distribution procedures	SH	<input type="checkbox"/>	D	<input type="checkbox"/>
		f. Participate in maintaining safety, and quality control	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
7.04	Monitor and evaluate food provision	a. Participate in monitoring food provision activities	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		b. Contribute to evaluation of food provision activities	KH	<input type="checkbox"/>	D	<input type="checkbox"/>
		c. Propose adjustments to food provision to increase effectiveness or meet modified goals and objectives	KH	<input type="checkbox"/>	D	<input type="checkbox"/>