



**PDEP - PFPN**

*Partnership for Dietetic Education and Practice*

*Partenariat pour la formation et la pratique en nutrition*

# **The Integrated Competencies for Dietetic Education and Practice**

## **ICDEP**

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## Purpose

The primary purpose of the Integrated Competencies for Dietetic Education and Practice (ICDEP) is to delineate the entry-to-practice standard for registered dietitians in Canada. The standard is implemented through education programs and the Canadian Dietetic Registration Examination (CDRE).

The standard expressed by the Integrated Competencies is a minimum requirement, designed to ensure safe, effective and ethical entry-level practice. Education programs are encouraged to exceed the content required by ICDEP. Dietitians, even at entry-to-practice, are encouraged to higher-level achievement.

Once a dietitian achieves registration and enters the workplace, their competencies will evolve, based upon experience and further education.

## Definitions and Structure

The Integrated Competencies consist of an interrelated set of practice competencies, performance indicators and foundational knowledge specifications.

**A Practice Competency** is a task that is performed in practice that can be carried out to a specified level of proficiency. The performance of a practice competency requires application of a combination of knowledge, skills, attitudes and judgments.

At entry-to-practice, **Entry-Level Proficiency** in all practice competencies is expected. This means that:

- When presented with routine situations, the entry-level dietitian performs relevant competencies in a manner consistent with generally accepted standards in the profession, without supervision or direction, and within a reasonable timeframe. The entry-level dietitian selects and performs competencies in an informed manner. The entry-level dietitian anticipates the outcomes to expect in a given situation, and responds appropriately.
- The entry-level dietitian recognizes unusual, difficult to resolve and complex situations which may be beyond their capacity. The entry-level dietitian takes appropriate and ethical steps to address these situations, which may include seeking consultation, supervision or mentorship, reviewing research literature, or making a referral.

For convenience and ease of use, the practice competencies are organized within a framework consisting of five broad areas of practice:

- 1. Professional Practice**
- 2. Communication and Collaboration**
- 3. Nutrition Care**
- 4. Population and Public Health**
- 5. Management**

Despite their organization as discrete statements, the practice competencies are interdependent, each competency informing and qualifying the other competencies. Competencies are not intended to be applied in isolation, nor do they represent protocols for practice activity. The competencies are best considered as an array of abilities that the dietitian brings to the workplace, and applies according to the situation at hand utilizing professional judgment.

In order to assess the practice competencies of registration candidates, dietetics regulators rely primarily upon the demonstration of performance indicators in two **Assessment Vehicles**:

(1) an accredited education program (comprising academic and internship / practicum components), and (2) the CDRE. A **Performance Indicator** is a task that can be carried out within an assessment vehicle, successful completion of which provides an indication of the candidate’s ability to perform a practice competency.

The **Foundational Knowledge** specifications provide a summary of the broad knowledge base that is necessary to prepare candidates to achieve the practice competencies. This is intended to guide curriculum development for academic education<sup>1</sup>. Three cognitive levels for foundational knowledge are distinguished, using a scale based upon Bloom’s Taxonomy:

ICDEP Cognitive Complexity Level	Corresponds to Bloom’s Cognitive Level	Description
1	1	Demonstrate broad knowledge
2	2	Demonstrate comprehension
3	3-4	Analyze, interpret and apply knowledge

## Framework

The practice competencies and performance indicators are laid out in a competency-indicator grid with four main columns (practice competencies; performance indicators; assessment vehicle; related foundational knowledge content areas). Performance indicators are designated for assessment using an “x” in one or more of assessment vehicle (CDRE; academic education; internship / practicum education)<sup>2</sup>. The “foundational knowledge content areas” column contains principal cross-references between the foundational knowledge specifications and the practice competencies.

The complete foundational knowledge specifications are contained in a separate table that follows the competency-indicator grid.

## Implementation

Implementation of the Integrated Competencies will take place through modifications to the CDRE and to the requirements for education program accreditation. The CDRE blueprint will

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<sup>1</sup> Although the foundational knowledge specifications provide a guide to program content they do not prescribe a particular course structure; education institutions are free to design their programs in any manner that meets the accreditation requirements and program-specific goals.

<sup>2</sup> Performance indicators denoted as applicable to the CDRE are reflected in the CDRE blueprint; they will not necessarily be assessed in every iteration of the examination. Performance indicators applicable to education programs must be incorporated within the curriculum as learning outcomes in order for the program to meet accreditation requirements.

be based on the designated performance indicators as of November 2014<sup>3</sup>. New accreditation requirements will become effective in 2014<sup>4</sup>.

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<sup>3</sup> CDRE testing of certain performance indicators may be delayed, as noted in the competency-indicator grid.

<sup>4</sup> Accreditation decisions may allow later implementation of certain performance indicators, where appropriate.

## The Competency - Indicator Grid

Competency #	Practice Competencies	Indicator #	Performance Indicators	Assessment			Related Foundational Knowledge Content Areas (principal references only)
				CDRE	Academic	Internship / Practicum	
<b>1. Professional Practice</b>							16 Professional Practice in Dietetics
<i>Demonstrate professionalism.</i>							
1.01	Comply with federal and provincial / territorial requirements relevant to dietetic practice.						
		a	Demonstrate knowledge of federal legislation, regulations and policies applicable to practice.	x	x		
		b	Recognize non-compliance with federal legislation, regulations and policies.	x	x		
		c	Demonstrate knowledge of provincial / territorial legislation, regulations and policies applicable to practice.		x		
		d	Recognize non-compliance with provincial / territorial legislation, regulations, and policies.		x		
		e	Identify federal and provincial / territorial requirements relevant to practice setting.			x	
		f	Comply with applicable legislation, regulations, and policies.			x	
1.02	Comply with regulatory requirements relevant to dietetic practice.						
		a	Demonstrate knowledge of bylaws and regulations relevant to practice.		x		
		b	Recognize non-compliance with bylaws and regulations.		x		
		c	Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics.	x	x		

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		d	Recognize non-compliance with regulatory scope of practice, standards of practice and code of ethics.	x	x		
		e	Identify regulatory requirements relevant to practice setting.			x	
		f	Comply with applicable regulatory requirements.			x	
		g	Demonstrate knowledge of principles of confidentiality and privacy.	x	x		
		h	Demonstrate knowledge of scenarios on non-compliance with confidentiality and privacy requirements.	x	x		
		i	Maintain client confidentiality and privacy.			x	
		j	Demonstrate knowledge of principles of informed consent.	x	x		
		k	Demonstrate knowledge of methods to obtain informed consent.	x	x		
		l	Ensure informed consent.			x	
		m	Demonstrate knowledge of the elements of professional boundaries.	x	x		
		n	Recognize non-compliance with professional boundaries.	x	x		
1.03	Practice according to organizational requirements.						10 Management
		a	Demonstrate knowledge of the role and features of job descriptions.	x	x		
		b	Provide services in compliance with designated role within practice setting.			x	
		c	Demonstrate knowledge of policies and directives specific to practice setting.	x		x	
		d	Comply with applicable policies and directives.			x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
1.04	Practice within limits of individual level of professional knowledge and skills.						
		a	Demonstrate knowledge of principles of reflective practice.	x	x		
		b	Reflect upon and articulate individual level of professional knowledge and skills.		x	x	
		c	Recognize situations which are beyond personal capacity.	x		x	
		d	Address situations beyond personal capacity by consultation, referral, or further learning.	x		x	
1.05	Address professional development needs.						
		a	Demonstrate knowledge of principles of self-assessment and learning plan development.	x	x		
		b	Self-assess to identify learning needs.			x	
		c	Develop and pursue a learning plan.			x	
		d	Integrate learning into practice.			x	
1.06	Use a systematic approach to decision making.						18 Research & Evaluation; 20 Social & Psychological Foundations
		a	Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making.		x		
		b	Demonstrate knowledge of ethical principles for decision making.	x	x		
		c	Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.	x	x		
		d	Demonstrate knowledge of contextual factors that may influence decision making.	x	x		



	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		e	Obtain and interpret evidence.		x	x	
		f	Apply ethical principles.	x		x	
		g	Demonstrate knowledge of the rationale for and methods of including the client in decision making.		x		
		h	Make and justify decisions in consideration of ethics, evidence, contextual factors and client perspectives.			x	
		i	Take responsibility for decisions and actions.			x	
1.07	Maintain a client-centred focus.						9 Interprofessional Collaboration
		a	Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.	x	x		
		b	Respect client rights, dignity and uniqueness.			x	
		c	Determine client perspectives and needs.	x		x	
		d	Integrate client perspectives and needs into practice activities.	x		x	
		e	Identify services and resources relevant to client needs.	x		x	
1.08	Manage time and workload effectively						
		a	Demonstrate knowledge of principles for managing time and workload.	x	x		
		b	Prioritize professional activities and meet deadlines.			x	
1.09	Use technologies to support practice.						
		a	Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.	x	x		
		b	Use technology to communicate.		x	x	
		c	Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.		x		

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		d	Use technology to seek and manage information.		x	x	
		e	Demonstrate knowledge of technological applications used in practice settings.		x		
		f	Use technological applications in practice.			x	
1.10	Ensure appropriate and secure documentation.						3 Communication
		a	Demonstrate knowledge of documentation principles.		x		
		b	Document relevant information accurately and completely, in a timely manner.			x	
		c	Demonstrate knowledge of principles of security and access.	x	x		
		d	Maintain security and confidentiality of records.			x	
		e	Identify organizational requirements for record keeping.			x	
		f	Demonstrate knowledge of legal requirements for record keeping.		x		
		g	Document in accordance with legal and organizational requirements.			x	
1.11	Assess and enhance approaches to dietetic practice.						
		a	Demonstrate knowledge of the role of evidence, self-reflection, and consultation in assessing effectiveness of approaches to practice.		x		
		b	Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.		x		
		c	Assess effectiveness of practice activities.			x	
		d	Recognize the importance of new knowledge to support or enhance practice.	x	x		
		e	Seek new knowledge that may support or enhance practice activities.		x	x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		f	Propose modifications to increase the effectiveness of practice activities.			x	
1.12	Contribute to advocacy efforts related to nutrition and health.						17 Population & Public Health
		a	Demonstrate knowledge of principles of advocacy.	x	x		
		b	Identify advocacy opportunities and activities in dietetic practice.	x	x		
		c	Identify opportunities for advocacy relevant to practice setting.			x	
1.13	Participate in practice-based research						18 Research & Evaluation
		a	Demonstrate knowledge of research and evaluation principles.	x	x		
		b	Identify research questions, methods, and ethical procedures related to dietetic practice.			x	
		c	Source, critically appraise and interpret literature relevant to a research question.			x	
		d	Summarize and communicate research information.			x	

Competency #	Practice Competencies	Indicator #	Performance Indicators	Assessment			Related Foundational Knowledge Content Areas (principal references only)
				CDRE	Academic	Internship / Practicum	
<b>2. Communication and Collaboration</b>							3 Communication
<i>Communicate effectively and practice collaboratively.</i>							
2.01	Select appropriate communication approaches.						
		a	Demonstrate knowledge of opportunities for and barriers to communication.	x	x		
		b	Identify opportunities for and barriers to communication relevant to practice setting.			x	
		c	Demonstrate knowledge of communication techniques, and their appropriate uses.	x	x		
		d	Use appropriate communication technique(s).			x	
		e	Demonstrate knowledge of medical and dietetics-related terminology.	x	x		
		f	Demonstrate knowledge of practice-setting-related terminology.	x		x	
		g	Use appropriate terminology.			x	
2.02	Use effective written communication skills.						
		a	Demonstrate knowledge of ways to determine written communication needs of the reader.	x	x		
		b	Demonstrate knowledge of the elements of effective written material.		x		
		c	Edit written material for style, spelling and grammar.		x	x	
		d	Write clearly and concisely, in a manner responsive to the needs of the reader(s).		x	x	
		e	Write in an organized and logical fashion.		x	x	
		f	Provide accurate and relevant information in written material.		x	x	
		g	Ensure that written material facilitates communication.		x	x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
2.03	Use effective oral communication skills.						
		a	Demonstrate knowledge of elements of effective oral communication.	x	x		
		b	Speak clearly and concisely, in a manner responsive to the needs of the listener(s).		x	x	
		c	Demonstrate knowledge of the impact of tone of voice and body language on the communication process.		x		
		d	Use appropriate tone of voice and body language.		x	x	
		e	Recognize and respond appropriately to non-verbal communication.		x	x	
2.04	Use effective interpersonal skills.						4 Counselling
		a	Demonstrate knowledge of principles of active listening.	x	x		
		b	Utilize active listening.		x	x	
		c	Demonstrate knowledge of ways to engage in respectful communication.	x	x		
		d	Communicate in a respectful manner.		x	x	
		e	Demonstrate knowledge of ways to communicate empathically.	x	x		
		f	Demonstrate empathy.		x	x	
		g	Demonstrate knowledge of ways to establish rapport in communication.	x	x		
		h	Establish rapport.		x	x	
		i	Demonstrate knowledge of counselling principles	x	x		
		j	Apply counselling principles.		x	x	
		k	Demonstrate knowledge of principles of negotiation and conflict management.	x	x		
		l	Apply principles of negotiation and conflict management.		x	x	
		m	Demonstrate knowledge of effective ways to give and receive feedback.		x		
		n	Seek, respond to and provide feedback.		x	x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
2.05	Contribute to the learning of others.						4 Counselling; 20 Teaching & Learning
		a	Recognize opportunities to contribute to the learning of others.		x	x	
		b	Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.	x	x		
		c	Assess the prior knowledge and learning needs of others.			x	
		d	Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses.	x	x		
		e	Select and implement appropriate educational strategies.			x	
		f	Demonstrate knowledge of learning resources, and their appropriate use in practice.	x	x		
		g	Select learning resources.			x	
		h	Demonstrate knowledge of ways to develop learning resources.		x		
		i	Develop learning resources.			x	
		j	Demonstrate knowledge of ways to establish and assess learning outcomes.		x		
		k	Establish and assess learning outcomes.			x	
		l	Demonstrate knowledge of ways to develop and deliver effective group educational sessions.	x	x		
		m	Deliver group educational sessions.			x	
2.06	Contribute productively to teamwork and collaborative processes.						9 Interprofessional Collaboration; 4 Counselling; 7 Health System in Canada
		a	Demonstrate knowledge of scenarios where dietetics knowledge is a key element in health care delivery.		x		
		b	Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.	x	x		

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		c	Contribute dietetics knowledge in collaborative practice.			x	
		d	Demonstrate knowledge of scenarios where the expertise of other health care providers is a key element in dietetic practice.	x	x		
		e	Identify ways to draw upon the expertise of others.		x		
		f	Draw upon the expertise of others.			x	
		g	Contribute to shared decision making.			x	
		h	Demonstrate knowledge of principles of teamwork and collaboration.	x	x		
		i	Facilitate interactions and discussions among team members.		x	x	

Competency #	Practice Competencies	Indicator #	Performance Indicators	Assessment			Related Foundational Knowledge Content Areas (principal references only)
				CDRE	Academic	Internship / Practicum	
<b>3. Nutrition Care</b>  <i>Provide services to meet the nutrition-care needs of individuals.</i>							1 Anatomy & Physiology; 2 Biochemistry; 5 Food; 7 Health System in Canada; 8 Human Nutrition across the Lifespan 11 Microbiology; 13 Nutrition Care Process & Medical Nutrition Therapy; 14 Pharmacology; 15 Population Food Systems & Food Security
3.01	Assess nutrition-related risks and needs.						12 Nutrition Assessment
		a	Demonstrate knowledge of principles for selection and use of nutrition risk screening strategies.	x	x		
		b	Use appropriate nutrition risk screening strategies.			x	
		c	Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.	x	x		
		d	Identify relevant assessment data to collect.	x		x	
		e	Demonstrate knowledge of methods to obtain perspective of client, family and / or relevant others.	x	x		
		f	Obtain perspective of client, family or relevant others.			x	
		g	Demonstrate knowledge of principles for obtaining and interpreting a medical history.		x		
		h	Identify principles for selection of relevant medical information.		x		
		i	Obtain and interpret medical history.			x	
		j	Demonstrate knowledge of ways to obtain and interpret demographic, psycho-social and health behaviour history.	x	x		



	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		k	Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour data.	x	x		
		l	Obtain and interpret demographic, psycho-social and health behaviour history.			x	
		m	Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.	x	x		
		n	Obtain and interpret food and nutrient intake data.	x		x	
		o	Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.		x		
		p	Identify client learning needs related to food and nutrition.	x		x	
		q	Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.	x	x		
		r	Obtain and interpret anthropometric data.	x		x	
		s	Demonstrate knowledge of ways to obtain and interpret biochemical and medical test / procedure data.	x	x		
		t	Demonstrate knowledge of principles to identify relevant biochemical and medical test / procedure data.		x		
		u	Obtain and interpret biochemical data and results from medical tests and procedures.	x		x	
		v	Demonstrate knowledge of ways to obtain and interpret information from mealtime / feeding observations.	x	x		
		w	Obtain and interpret information from mealtime / feeding observations.	x		x	
		x	Identify signs and symptoms of nutrient deficiencies or excesses.	x	x		

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		y	Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.	x	x		
		z	Obtain and interpret nutrition-focused physical observation data.			x	
		aa	Identify signs and symptoms of dysphagia.	x	x		
		bb	Demonstrate knowledge of principles for swallowing assessment.	x	x		
		cc	Identify chewing, swallowing and feeding problems.			x	
		dd	Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.	x	x		
		ee	Perform calculations to determine nutritional requirements.		x		
		ff	Determine client nutritional requirements.	x		x	
		gg	Identify methods to integrate assessment findings and identify nutrition problems.		x		
		hh	Integrate assessment findings to identify nutrition problem(s).	x	x	x	
3.02	Develop nutrition care plans.						
		a	Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources.	x	x		
		b	Prioritize nutrition care goals based upon risk and available resources.			x	
		c	Demonstrate knowledge of ways to identify and select appropriate nutrition interventions.	x	x		
		d	Select appropriate nutrition interventions.			x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		e	Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.	x	x		
		f	Select appropriate textural and therapeutic diet modifications.			x	
		g	Demonstrate knowledge of principles for development and modification of meal plans.	x	x		
		h	Develop or modify meal plans.			x	
		i	Demonstrate knowledge of principles for supplement selection and use.	x	x		
		j	Determine supplementation needs.	x		x	
		k	Demonstrate knowledge of principles of enteral nutrition.	x	x		
		l	Demonstrate knowledge of methods for designing enteral feeding regimens.		x		
		m	Calculate enteral nutrition regimen requirements.		x		
		n	Design enteral feeding regimens.		x	x	
		o	Demonstrate knowledge of principles of parenteral nutrition.	x	x		
		p	Demonstrate knowledge of methods for designing parenteral feeding regimens.		x		
		q	Calculate parenteral nutrition regimen requirements.		x		
		r	Design parenteral feeding regimens.		x	x	
		s	Demonstrate knowledge of principles for development of a client support plan.	x	x		
		t	Develop client support plan.			x	
		u	Demonstrate knowledge of principles for development of a client education plan.	x	x		
		v	Develop client education plan.			x	
		w	Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes.	x	x		

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		x	Select strategies to monitor and assess nutrition care plan outcomes.			x	
3.03	Manage implementation of nutrition care plans.						3 Communication; 13 Nutrition Care Process & Medical Nutrition Therapy; 20 Teaching & Learning
		a	Identify ways to implement nutrition interventions.		x		
		b	Implement nutrition interventions.			x	
		c	Identify the roles of team members in supporting the implementation of a care plan.	x	x		
		d	Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.		x	x	
		e	Coordinate implementation of care plan with client, interprofessional team and relevant others.			x	
		f	Provide nutrition education and counselling.			x	
3.04	Evaluate and modify nutrition care plan as appropriate.						3 Communication; 20 Teaching & Learning
		a	Evaluate client progress in achieving plan outcomes.			x	
		b	Identify factors impacting the achievement of outcomes.	x		x	
		c	Identify necessary changes to nutrition care plan.	x	x	x	
		d	Implement changes to nutrition care plan.			x	

Competency #	Practice Competencies	Indicator #	Performance Indicators	Assessment			Related Foundational Knowledge Content Areas (principal references only)
				CDRE	Academic	Internship / Practicum	
<p><b>4. Population and Public Health</b></p> <p><i>Promote the nutrition health of groups, communities and populations.</i></p>							5 Food; 7 Health System in Canada; 8 Human Nutrition across the Lifespan; 15 Population Food Systems & Food Security; 17 Population & Public Health
4.01	Assess food and nutrition related issues of groups, communities and populations.						
		a	Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.	x	x		
		b	Identify information needed to assess food and nutrition-related issues of a group, community or population.	x		x	
		c	Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.	x	x		
		d	Obtain and interpret stakeholder perspective.			x	
		e	Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.	x	x		
		f	Obtain and interpret food and nutrition surveillance, monitoring and intake data.			x	
		g	Demonstrate knowledge of sources of and methods to obtain health status data.	x	x		
		h	Obtain and interpret health status data.	as of fall 2015		x	
		i	Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.	x	x		

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		j	Obtain and interpret information relating to the determinants of health.			x	
		k	Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.	x	x		
		l	Obtain and interpret information related to food systems and food practices.			x	
		m	Demonstrate knowledge of group, community and population assets and resources.		x		
		n	Identify relevant group, community or population assets and resources.	x		x	
		o	Demonstrate knowledge of methods to integrate assessment data to establish priorities for population health approaches related to food and nutrition.	x	x		
		p	Integrate assessment findings to identify priorities for population health approaches related to food and nutrition	as of fall 2015		x	
4.02	Develop population health plan.						
		a	Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition.		x		
		b	Identify goals and objectives for population health related to food and nutrition.	x		x	
		c	Demonstrate knowledge of principles to establish strategies and action plans to meet population health goals and objectives.		x		
		d	Identify appropriate strategies to meet goals and objectives for population health.	x		x	
		e	Develop action plan for population health.			x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		f	Demonstrate knowledge of monitoring approaches related to population health.		x		
		g	Identify strategies and timelines to monitor and evaluate effectiveness of action plan.			x	
4.03	Implement population health plan.						
		a	Demonstrate knowledge of ways to coordinate and deliver population health activities.	x	x		
		b	Contribute to the coordination and delivery of population health activities related to food and nutrition.			x	
4.04	Evaluate and modify population health plan as appropriate.						
		a	Demonstrate knowledge of processes and outcomes used to evaluate the effectiveness of population health activities.	x	x		
		b	Contribute to evaluating the effectiveness of population health activities for a group, community or population.			x	
		c	Propose modifications to population health activities to increase effectiveness.			x	

Competency #	Practice Competencies	Indicator #	Performance Indicators	Assessment			Related Foundational Knowledge Content Areas (principal references only)
				CDRE	Academic	Internship / Practicum	
<b>5. Management</b> <i>Manage programs, projects and services related to dietetics.</i>							10 Management
5.01	Assess strengths and needs of programs and services related to dietetics.						5 Food; 8 Human Nutrition across the Lifespan; 15 Population Food Systems & Food Security
		a	Demonstrate knowledge of strategic and operational planning principles.	x	x		
		b	Utilize strategic and operational planning principles to analyze goals, objectives and activities of programs or services related to dietetics.			x	
		c	Demonstrate knowledge of assessment strategies and information sources.		x		
		d	Identify relevant assessment information.	x		x	
		e	Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders.	x	x		
		f	Obtain and interpret stakeholder perspective.			x	
		g	Demonstrate knowledge of ways to report budgetary and financial management information.	x	x		
		h	Obtain and interpret financial information.			x	
		i	Demonstrate knowledge of sources of standards and compliance data.	x	x		
		j	Obtain and interpret relevant standards and compliance information.			x	
		k	Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.	x	x		
		l	Obtain and interpret nutritional, cultural, physical and other demographic client information.			x	



	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		m	Demonstrate knowledge of sources of stakeholder satisfaction information.	x	x		
		n	Obtain and interpret stakeholder satisfaction information.			x	
		o	Demonstrate knowledge of ways to report human resource management information.	x	x		
		p	Obtain and interpret human resource information.			x	
		q	Demonstrate knowledge of sources of technical / equipment resource information.		x		
		r	Obtain and interpret technical / equipment information.			x	
		s	Demonstrate knowledge of principles to evaluate effectiveness in achieving goals and objectives.	x	x		
		t	Analyze or integrate information to develop goals and objectives for food and nutrition services and programs.			x	
5.02	Manage programs and projects.						
		a	Demonstrate knowledge of ways to define goals and objectives for programs and projects.		x		
		b	Identify appropriate goals and objectives for a program or project.	x		x	
		c	Identify strategies to meet goals and objectives for a program or project.	x		x	
		d	Demonstrate knowledge of typical components of an action plan for a program or project.	x	x		
		e	Develop an action plan for a program or project.			x	
		f	Demonstrate knowledge of ways to establish a program or project budget.	x	x		
		g	Develop a budget for a program or project.			x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		h	Demonstrate knowledge of responsibilities of a program or project manager.	x	x		
		i	Contribute to a marketing plan for a program, event, or product.			x	
		j	Coordinate implementation of an action plan for a program or project.			x	
		k	Demonstrate knowledge of information needs and orientation strategies for staff and volunteers.	x	x		
		l	Provide orientation and direction to staff or volunteers.			x	
		m	Demonstrate knowledge of training and education needs of staff and volunteers.	x	x		
		n	Provide training or education to staff or volunteers.			x	
		o	Demonstrate knowledge of staff recruitment activities.	x	x		
		p	Contribute to staff or volunteer recruitment activities.			x	
		q	Demonstrate knowledge of staff development and performance management activities.	x	x		
		r	Contribute to staff or volunteer development or performance management activities.			x	
		s	Demonstrate knowledge of organizational planning and development activities.		x		
		t	Contribute to organizational planning or development activities.			x	
		u	Demonstrate knowledge of methods used to monitor expenditures and equipment and material usage.	x	x		
		v	Develop a plan to monitor expenditures, equipment and materials usage relative to budget and activity plan.			x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
5.03	Manage food services.						5 Food; 6 Food Service Systems; 8 Human Nutrition across the Lifespan; 11 Microbiology; 15 Population Food Systems & Food Security
		a	Demonstrate knowledge of ways to determine food service needs of a client group.	x	x		
		b	Identify the food service needs of a client group based upon their nutritional, cultural and physical characteristics.	x		x	
		c	Demonstrate knowledge of the range of human resource, financial, technical and equipment needs that must be addressed in the provision of food services.		x		
		d	Identify human, financial, technical and equipment resources required for the provision of food services.	x		x	
		e	Demonstrate knowledge of menu development and modification principles.	x	x		
		f	Create and modify menus using menu planning principles.			x	
		g	Demonstrate knowledge of processes for purchasing, receiving, storage, inventory control and disposal activities in food services.	x	x		
		h	Contribute to purchasing, receiving, storage, inventory control, and disposal activities for food products.			x	
		i	Demonstrate knowledge of food production and distribution procedures in food services.	x	x		
		j	Contribute to food production and distribution activities.			x	
		k	Contribute to improvement initiatives related to food services.			x	

	Practice Competencies		Performance Indicators	CDRE	Academic	Practicum	Foundational Knowledge Areas
		I	Contribute to activities related to compliance with health and safety requirements.			x	
		m	Demonstrate knowledge of approaches to marketing food services.	x	x		

## The Foundational Knowledge Specifications

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>1. Anatomy and Physiology</b>	
a) Structure of the human body at the macro and cellular level	2
b) Role, function and regulation of the integumentary, musculo-skeletal, nervous, endocrine, cardio-respiratory, urinary, lymphatic and digestive systems in health and disease	2
c) Homeostasis including fluid-electrolyte and acid-base balance	2
d) Genetics and nutrigenomics	1
<b>2. Biochemistry</b>	
a) Foundations of chemistry and biochemistry	2
b) Major metabolic pathways	2
c) Foundations of cellular and molecular biology	2
d) Mechanisms of metabolic regulation	2
<b>3. Communication</b>	
a) Opportunities for and barriers to communication	2
b) Communication channels and techniques, and their appropriate usage	2
c) Strategies for effective written communication	3
d) Strategies for effective oral communication	3
e) Strategies for effective interpersonal communication	3
f) Medical and dietetics-related terminology	2
<b>4. Counselling</b>	
a) Counselling theories	2
b) Counselling strategies and techniques	2
c) Counselling processes	2
<b>5. Food</b>	
a) Physical properties and chemical composition of food	2
b) Food preservation, storage and packaging	1
c) The role of ingredients and their interaction in food preparation	3
d) Household food preparation	3
e) Application of dietary requirements, guidelines, and guidance tools to food planning	3
f) Food modification to address therapeutic, textural or other needs	2
g) Sensory evaluation of food	3
h) Religious and cultural food practices	2
i) Food labeling	2
j) Food-borne illness	2

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>6. Food Service Systems</b>	
a) Purchasing, receiving, storage, inventory control and disposal activities	2
b) Menu planning	3
c) Institutional menu modification to address therapeutic, textural, cultural or other needs	2
d) Recipe development, standardization and evaluation	3
e) Quantity food production and distribution	2
f) Cost control	2
g) Human resource, financial, technical and equipment needs	2
h) Hazard Analysis and Critical Control Points (HACCP)	2
i) Food service facility design	1
j) Emergency planning	1
<b>7. Health System in Canada</b>	
a) Organization and delivery of care	1
b) Issues and trends	1
c) Political influence.	1
<b>8. Human Nutrition across the Lifespan</b>	
a) Ingestion, digestion, absorption, metabolism and excretion of nutrients	3
b) Biochemical utilization of nutrients and energy	3
c) Nutrient and energy requirements	3
d) Physical activity and energy balance	2
e) Nutrition recommendations and guidelines	3
f) Effect of deficiencies and toxicities of nutrients	3
g) Food sources of nutrients and dietary supplements	3
h) Role of nutrients and other food components in health	3
i) Dietary practices	2
<b>9. Interprofessional Collaboration</b>	
a) Interprofessional communication	2
b) Patient / client / family /community-centred care	2
c) Interprofessional role clarification, including the role of the dietitian	2
d) Team functioning	2
e) Collaborative leadership	2
f) Interprofessional conflict resolution	2
<b>10. Management</b>	
a) Financial management	2
b) Human resource management	2

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
c) Strategic and operational planning including needs assessment, goal setting and outcome assessment	2
d) Organizational behaviour and development	2
e) Project management	2
f) Regulations, policies and procedures	1
g) Marketing	2
h) Quality improvement	2
<b>11. Microbiology</b>	
a) Classification of microbes	1
b) Microbes in food safety	2
c) Host-vector spread of infection and risk management	2
d) Microbes in food production including prebiotics and probiotics	1
e) Microbiome in human health	2
<b>12. Nutrition Assessment</b>	
a) Food and nutrient intake of individuals and populations	3
b) Environmental and individual factors affecting food intake	3
c) Anthropometric data collection and interpretation	3
d) Biochemical parameter interpretation	3
e) Clinical data collection and interpretation	3
f) Surveillance and monitoring data collection and interpretation	2
<b>13. Nutrition Care Process and Medical Nutrition Therapy</b>	
a) Etiology and pathophysiology of nutrition-related diseases	2
b) Nutrition-related disease management strategies	3
c) Use of assessment, diagnosis, intervention, monitoring, evaluation (ADIME) in medical nutrition therapy	3
d) Calculation of energy and nutrient requirements for conditions/diseases	3
e) Goal setting and outcome measurement in nutrition therapy	2
f) Oral, enteral, and parenteral nutrition support	2
g) Feeding assessment, including identification of chewing, swallowing and feeding problems	2
h) Complementary and alternative nutrition therapies	1
<b>14. Pharmacology</b>	
a) Drug classifications relevant to nutrition and their modes of action	1
b) Common medication side effects and contraindications relevant to nutrition	1
c) Drug-nutrient interactions	1
d) Nutrients and nutraceuticals as pharmacological agents	1
e) Natural health products	1

CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>15. Population Food Systems and Food Security</b>	
a) Food production, preparation, processing, distribution and waste management	1
b) Global and local food systems and factors affecting the supply of food	1
c) Sustainable food practices	1
d) Food markets and marketing of food	1
e) Factors affecting access to food	2
f) Disaster planning	1
g) Food consumption patterns and trends	2
<b>16. Professional Practice in Dietetics</b>	
a) Federal, provincial / territorial requirements	2
b) Practice in a regulated health profession	2
c) Ethical conduct	3
d) Reflective practice	2
e) Professional development	1
f) Decision making	2
g) Time and workload management	2
h) Role of research and new knowledge	2
i) Technological applications used in practice	1
j) Appropriate and secure documentation practices	2
k) Strategies for assessing and enhancing approaches to practice	1
l) Advocacy	1
<b>17. Population and Public Health</b>	
a) Frameworks for population and public health	2
b) Strategies for public and population health including health promotion, education, advocacy, community development and partnerships	2
c) Policies, standards and guidelines for public health nutrition	2
d) Values and philosophy of public and population health	2
e) Program planning in public and population health	2
f) The determinants of health	2
<b>18. Research and Evaluation</b>	
a) Theoretical foundations of research	2
b) Qualitative, quantitative and mixed methodologies	2
c) Ethics in research	2
d) Evidence-informed practice	2
e) Literature search strategies	2
f) Systematic review and critical appraisal of literature	2
g) Use of technology to seek and manage information	3



CONTENT AREA	COGNITIVE COMPLEXITY LEVEL
<b>19. Social and Psychological Foundations</b>	
a) Behavioural theories relevant to eating and food choice	2
b) Social and psychological aspects of eating and food choice, in health and disease	2
c) Relationship between mental health and nutrition	1
d) Social justice, diversity and equity in society	2
e) Cultural competence	2
<b>20. Teaching and Learning</b>	
a) Theories of teaching and learning	2
b) Strategies to assess teaching and learning needs	2
c) Development and assessment of learning outcomes	2
d) Strategies to address the teaching and learning needs of individuals and populations	2
e) Learning resource selection and development	2

## Appendix 1: Development of the Integrated Competencies

Work to develop the Integrated Competencies began in 2009, as one of the first initiatives of the Partnership for Dietetic Education and Practice (PDEP). Two phases of activity took place, the first funded by the PDEP member organizations themselves, the second with financial assistance from the federal government, through a grant from Human Resources and Skills Development Canada.

In Phase 1 proposed practice competencies were drafted by a working group, based on source documents and the committee's own expertise. The competencies were validated primarily through consultation with practicing dietitians from across Canada. In Phase 2 the working group drafted performance indicators for assessment either within the CDRE or in dietetic education programs, as well as foundational knowledge specifications. Validation was achieved through consultation with the CDRE Management Committee and education programs.

At the culmination of Phase 2, in March 2012, Version 1.0 of the Integrated Competencies was published.

At that time, stakeholders requested a further opportunity to review and provide input into the new standard. PDEP agreed to more consultations during 2012. The foundational knowledge specifications were revised as a result of a workshop involving academic educators. A gap analysis survey was then undertaken to assess the level to which the proposed indicators and knowledge requirements were currently being met by programs and, where they were not, the feasibility of programs making corresponding adjustments. A further review of indicators for CDRE assessment also took place.

ICDEP Version 2.0 was developed in response to the input received during 2012, and published in April 2013.

Over time, updating of ICDEP will take place through processes to be announced by PDEP, to ensure that the standard reflects changes in practice.

## Appendix 2: The Dietetics Profession in Canada

### Dietitians' Roles

Dietitians are regulated health professionals uniquely trained in the areas of food, nutrition and health. They work in a variety of roles, including those in nutritional care, population and public health, and management. Dietitians' training prepares them to:

- Assess the nutritional requirements of individuals, groups and populations
- Develop, implement and evaluate nutrition goals for population health, medical management of disease and disease prevention

- Implement and manage food and nutrition services and programs
- Teach and counsel patients, clients, families and relevant others
- Develop nutrition-related tools and communications
- Develop and advise regarding communications and policies related to nutrition and food
- Conduct and contribute to nutrition and food related research

## Dietitians' Practice Settings

Dietitians work in diverse practice settings, including:

- Institutional food services, managing food service systems for institutions such as hospitals, long term care facilities, correctional facilities and schools.
- Hospitals, providing therapeutic nutrition services to patients; counseling patients and families; educating nurses, doctors and other members of the interprofessional healthcare team.
- Community health centres and clinics, counseling individuals and groups to prevent disease and promote health
- Community agencies, identifying population nutrition issues and developing strategies to address them
- Home health agencies, providing instruction and education about grocery shopping and food preparation to the elderly, children and families, and individuals with special needs
- Business and industry, contributing food and nutrition expertise to roles related to food manufacturing, advertising, marketing, research and product development.
- Post-secondary education sector, teaching and conducting academic research.
- Private practice, providing consultation services to corporate wellness programs, supermarkets, sports teams, restaurants, and individual clients and their families.
- Government, developing and implementing food and nutrition policy.

## Dietitians' Education and Training

Dietitians must complete a Bachelor's degree in food and nutrition from an accredited university program (or equivalent) as well as an approved program of practical training. Dietitians must be registered with the dietetics regulatory body in their province of practice. Regulation of dietitians ensures the highest standards of competency and accountability based on a framework of safe, ethical and effective practice.

In their academic program, dietetic students take a broad array of courses to achieve foundational knowledge requirements. The diagram below provides an overview of dietetics foundational knowledge applied towards diverse client-centred practice roles.



## Appendix 3: Acknowledgements

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- **Angela Cuddy** (Project Manager)

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## Appendix 4: Additional Resources

For additional information about dietetic regulation, education and practice in Canada, consult:

***Alliance of Canadian Dietetic Regulatory Bodies:*** [www.dieteticregulation.ca](http://www.dieteticregulation.ca)

***Dietitians of Canada:*** [www.dietitians.ca](http://www.dietitians.ca)

***Partnership for Dietetic Education and Practice:*** [www.pdep.ca](http://www.pdep.ca)