

## SDA Substantial Equivalence Assessment- Application Information Guide



The Saskatchewan Dietitians Association (SDA) is the regulatory body for Registered Dietitians in the province of Saskatchewan. Its mandate is protection of the public and it fulfills its role of public protection by:

- Setting and monitoring the standards for dietetic practice to ensure the public receives safe, competent and ethical nutrition services.
- Investigating complaints about the performance or ethical conduct of a Registered Dietitian and recommend the appropriate remedial or disciplinary action.

### Eligibility for Registration

All applicants must meet the same registration requirements in order to become a member of SDA and receive a licence to practice as a Dietitian in Saskatchewan. Applicants must be **proficient in English**, meet **good character/reputation requirements** and have obtained the following or substantial equivalence to the following within three years of date of application:

- ✓ Successful **completion of a university program in nutrition and/or dietetics** approved by the board
- ✓ Successful **completion of a dietetic internship program** approved by the board
- ✓ Successful **completion of the Canadian Dietetic Registration Exam (CDRE)**

Candidates may be admitted as members of SDA and given a restricted licence if they meet all of the other registration requirements but are waiting to write the CDRE. With successful completion of the CDRE, the restricted licence converts to a full practicing licence.

The academic and practical training programs that are currently approved by the SDA board are those which are accredited by the Partnership for Dietetic Education and Practice (accessed [here](#)). English language proficiency, good character and currency requirements are set out in SDA's Registration Policies. This document was prepared to provide guidance to applicants whom intend to achieve licensure by demonstration of substantial equivalence to programs approved by the SDA board. Substantial equivalence is determined by SDA based on results of two assessments.

### Application Process

The first step is to submit an application form through the SDA website (accessed [here](#)) and submit the \$105 application fee. Payment can be made by credit card on the website or by phoning the SDA office. Cheque and money order are also accepted. The application fee is non-refundable and opens a file. The file will remain open as the applicant submits all of the required documentation for the first assessment (part 1-document review). Any additional costs associated with obtaining the required documentation (ie. WES assessment, transcripts, English language testing) are the responsibility of the applicant. The actual assessment (ie. document review) will not commence until all of the required documentation is received. The Registrar will confirm by email with the applicant when their application documentation is complete and is ready to proceed to assessment.

The second assessment (part 2- competence assessment) is only offered twice a year. Complete applications and all of the required documentation must be received by the following deadlines in order to proceed to the next available competence assessment:

- February 15 (for the March competence assessment)
- July 15 (for the August competence assessment)

## Assessment Process

### **PART 1- DOCUMENT REVIEW**

Documents must be original and/or notarized translated copies. All original documentation will be returned to the applicant at the conclusion of the assessment process. Please note that missing documents will delay the assessment process. If any documentation was issued under a different name, you will be required to provide official documentation of a name change such as a marriage certificate/divorce decree.

To proceed with part 2 (competency assessment), the candidate must meet the English language proficiency requirements and have supplied all of the required documentation to support that their training included a practicum, is from a recognized institution, equivalent to a four-year degree program in Canada and qualifies them as a dietitian in their home country.

<b>Required Documents:</b>
<b>Completed SDA Application Form and Fee</b>
<b>Academic Qualifications:</b>
<input type="radio"/> Credential Assessment- WES Course by Course Credential Assessment (ICAP option)
<input type="radio"/> Official Transcripts for each degree/certificate (if not provided by WES)
<input type="radio"/> Course descriptions for Nutrition Courses completed
<b>Practicum/Internship:</b>
<input type="radio"/> Official Internship/Practicum verification Letter
<input type="radio"/> SDA Form- Practicum/Internship summary
<b>SDA Form- Self-Assessment vs. ICDEPs</b>
<b>Video (or written) Applicant Introduction and Summary</b>
<b>Language Assessment Documentation</b>
<b>Currency of Nutrition Knowledge/Skills:</b>
<input type="radio"/> Resume/Curriculum Vitae
<input type="radio"/> SDA Form- Employment and Work Experience Verification
<input type="radio"/> Verification of Continuing Education/Competence activities
Verification for prior/other registrations
<b>Other:</b>
<input type="radio"/> Name change documentation (if required)

### **ACADEMIC QUALIFICATIONS**

A comprehensive credential assessment of your academic degree is required to verify your academic degree authenticity and comparability to Canadian post-secondary education. This assessment is NOT done by SDA, but through an outside agency. You can find information on costs and time for assessment on the agency website. Costs associated with the assessment are the responsibility of the applicant. SDA must receive the report directly from the agency.

Our preferred agency for the credential assessment is World Education Services (WES- [www.wes.org/ca/application/apply\\_now.asp](http://www.wes.org/ca/application/apply_now.asp)). Select the course by course evaluation and then the WES-ICAP option with the results to be sent to SDA at 17-2010 7<sup>th</sup> Ave, Regina, SK S4R 1C2. By selecting the ICAP option, SDA will be able to obtain copies of your transcripts directly from WES and you will not be required to submit an official transcript for each degree/certificate.

If you did not select the ICAP option or used a credential assessment service other than WES, you will be required to submit an official transcript for each degree/certificate to be send directly to SDA at 17-2010 7<sup>th</sup> Ave, Regina, SK S4R 1C2.

Provide course descriptions for Nutrition courses that appear on your transcripts. Please be very specific to identify the page number and which course it relates to.

### ***PRACTICAL TRAINING/INTERNSHIP***

Verification of completion of practical training is required. If it is completed as part of your university training, you need to identify which courses/credit units. The verification should identify the total length of the program and the length of time spent in each practice area. The written confirmation should be on letterhead, signed and dated and sent directly from the internship director/coordinator to SDA (17-2010 7<sup>th</sup> Ave, Regina, SK S4R 1C2).

Use the Practicum/Internship Summary Form on page 8 (or obtain a copy from SDA) to list the rotations/placements completed. Indicate the number of weeks/hours spent in the rotation and in what care setting (ie. acute care, long term care, etc.) it was completed. It is recommended that you submit any documentation that you deem relevant.

### ***SELF-ASSESSMENT TO CANADIAN ENTRY TO PRACTICE COMPETENCIES***

The Integrated Competencies for Dietetic Education and Practice (ICDEPs) define the entry to practice (ETP) standards for registered dietitians in Canada (accessed [here](#)). Use the form on p. 9-28 (or obtain a copy from SDA) to self-assess your knowledge/skills to the dietetic entry to practice competencies (eg. ICDEPs and Foundational Knowledge). The self-assessment will assist SDA in reviewing and assessing your experiences and corresponding documentation in determining whether there are any gaps in dietetic knowledge and competence required to practice in Canada.

### ***APPLICANT INTRODUCTION AND SUMMARY***

Use the questions listed on p.29 as a guide to create a 5-10-minute video introducing yourself and providing a summary of your application. If you cannot provide in video format, you can submit your responses in writing.

### ***ENGLISH LANGUAGE PROFICIENCY***

The requirements for English language proficiency for applicants for whom the language of instruction of their dietetic education was not English are set out in SDA's Registration Policies. Any costs associated with obtaining the required English language test are the responsibility of the applicant.

To demonstrate English language proficiency, applicants must submit a current test score (within previous three years) of one of the following:

- a. TOFEL- Test of English as a Foreign Language
  - Minimum score of 83 on internet-based exam with no less than 19 in each component. 26/30 in speaking portion.
- b. IELTS- International English Language Testing System (Academic Module)
  - Minimum score of 6.5 in each of 4 components with overall score of 7
- c. CanTEST- Canadian Test of English for Scholars and Trainees
  - 4.5 in each component
- d. CLB- Canadian Language Benchmark
  - 8 in all categories

### *CURRENCY OF DIETETIC KNOWLEDGE/SKILLS*

The requirements for ensuring currency of knowledge and skills are set out in SDA's Registration Policies. If work experience as a dietitian and/or credentials were obtained greater than 3 years prior to date of assessment, you may be required to undertake upgrading to be eligible for registration.

To demonstrate currency of dietetic knowledge/skills, applicants must submit the following documents:

- Current resume to give a snapshot of your education and work/volunteer experience related to dietetics. Identify if employment was full time, part time or casual. If part time identify how many hours/week or month. The resume should also include information on current and/or previous registration with other dietetic regulatory bodies or associations.
- Verification of employment and work experience form (p.30) and/or job descriptions for any positions where you worked as a registered dietitian in the previous three years.
- Summary and verification of continuing education activities in previous three years
- Verification of Registration from each regulatory body or dietetic association that you have held registration with.

### *GOOD CHARACTER/REPUTATION*

The requirements for good character/reputation are set out in SDA's Registration Policies.

To demonstrate good character/reputation, applicants must answer the questions on the SDA application form. Criminal record checks must be completed within the previous 6 months to be considered current; as such, you will not need to submit a criminal record check to SDA until you have been deemed substantially equivalent and told you can apply for a restricted licence.

For individuals who currently reside or have recently resided (within one year) outside of Canada, you must provide a criminal record search based on a nationwide search from the appropriate law enforcement agency in that country. Options for criminal record checks are:

- Visit your local police/RCMP or if available use their online portals and request a criminal record check based on your name/birthdate. SDA must receive an original copy.
- Request a criminal record check using the online services accessed at [www.mybackcheck.com](http://www.mybackcheck.com) and select it be sent directly to the Saskatchewan Dietitians Association

## **PART 2- COMPETENCE ASSESSMENT**

The competence assessment is a “live/interactive” assessment delivered remotely in partnership with the University of Alberta. The cost is \$600 and it is completed over the course of one day. It is offered twice a year (March and August) and once an applicant has been registered for the assessment, they will receive a study guide which will provide information on what they can expect from the assessment and to assist with preparation.

The assessment will consist of three parts:

*Foundational Knowledge Exam-* Candidates complete a 100-question multiple choice exam that tests understanding and application of foundational dietetic knowledge.

*Multiple Mini Interviews-* Candidates participate in a series of short interviews designed to evaluate oral communication skills, critical thinking, ethics, empathy, cultural competence and other characteristics required for safe, efficacious and client-centered dietetic practice.

*Practice Competence Evaluation-* Candidates interact with a standardized patient for 30 minutes to perform a simulated patient interview while being observed by a trained evaluation and scored on a rubric. Additional time is provided for preparation and documentation.

### **Substantial Equivalence Determination/Registration Decision**

Once both part 1 and 2 are complete, the SDA Board of Assessors will review and make a determination of substantial equivalence. The applicant will be notified in writing.

If the Board of Assessors determines that the candidate has met the requirements for registration through substantial equivalence, the candidate be able to apply for a restricted licence with SDA and be permitted to write the Canadian Dietetic Registration exam at its next sitting (exam is offered in May and November each year). The annual licensing fee (April 1-March 31) is \$330 (half year rate after Oct. 1 is \$165) cost of the exam is \$525.

If the assessors determine that the candidate has not met the requirements for registration by substantial equivalence, they will provide feedback and a path to licensure to the candidate. Based on the assessment, the registration decision may include English language upgrading, academic upgrading, practical experience upgrading, dietetic bridging or any other requirements as determined by SDA. Registration decisions are considered current for three years from the date they are issued. If an applicant does not begin the process of upgrading within the three-year period, the registration decision may not remain current and the applicant may require re-assessment to determine currency.

If any additional dietetic education is required, they are the responsibility of the applicant. Having an assessment completed by SDA does not guarantee that you will be provided the required upgrading. You will need to apply to and be accepted to the available University and/or bridging programs.

Once an applicant has successfully completed all of the requirements for registration identified through the assessment process and official documentation supporting the completion of the requirements has been received at the SDA office, the applicant is eligible to apply for a restricted licence.

## **Review of Registration Decision**

Within 30 days of the date of the letter notifying them of the registration decision, applicants can request a review of their registration decision. Requests must be made in writing, received at the SDA office (17-2010 7<sup>th</sup> Ave, Regina, Sk S4R 1C2) and identify grounds for the review/supporting documentation. As soon as is possible after the letter/documentation is received, the board will acknowledge and if requested provide the applicant with an opportunity to make a verbal presentation to the board.

## **External Supports**

In addition to the information provided in this guide, the following links provide information on programs and services external to SDA that might be of interest to you. Please note that you are not required to access these programs and services in order to apply to SDA, they are presented for your information only.

Explore Dietetic Practice in Canada [here](#) and read more about the entry to practice competencies.

Immigration, Refugees and Citizenship Canada (IRCC) has a program called [Settlement Online Pre-Arrival](#) (SOPA) which delivers pre-arrival orientation, employment and workplace culture communication support for immigrants focusing on job search, job readiness and job retention. More information can be found on the Saskatchewan partner's website ([Regina Open Door Society](#))

Saskatchewan has a number of services to help newcomers to Canada settle into the province. From regional newcomer gateway, settlement advisors and employment counsellors. More information [here](#).

University of Saskatchewan offers a website/International Student Guide (accessed [here](#)) and has advisors who can provide international students advice on Canadian immigration related to studying in Canada. Contact them at: [international.students@usask.ca](mailto:international.students@usask.ca)

Saskatchewan Labour Market information [here](#).

Health Careers in Sask information [here](#).

Government of Canada (Job Bank for Registered Dietitians) [here](#).

Funding - Career Loans (<https://careerloans.ca/clregister/>) and Windmill Microlending (<https://windmillmicrolending.org/>)

## Pathway to SDA Licensure By Demonstration of Substantial Equivalence

Submit application and \$105 application fee to SDA along with following documentation:

- ✓ Credential Assessment (WES- ICAP)
- ✓ Official Transcripts (if not provided via WES)
- ✓ Course Descriptions for Nutrition Courses
- ✓ Practicum/Internship Verification Letter
- ✓ SDA Form- Practicum/Internship Summary
- ✓ SDA Form- Self Assessment vs Entry to Practice Competencies
- ✓ Applicant introduction and summary video
- ✓ Language Assessment Documentation
- ✓ Resume
- ✓ SDA Form- Employer Verification
- ✓ Continuing competence summary/verification
- ✓ Verification of previous/current registrations

**Not eligible for competency assessment.** SDA will give feedback and provide career alternatives.

**Eligible for the Competence Assessment** which is a live/interactive assessment delivered virtually by the University of Alberta. The fee is \$600 and assessment consists of 3 parts:

1. Foundational Knowledge Test
2. Multiple Mini Interviews
3. Practice Competence Evaluation

**Substantial equivalence determination** based on all components. SDA will notify candidates in writing of their determination of substantial equivalence and their path to licensure.

Candidates training deemed **substantially equivalent** to Canadian accredited program and is eligible for registration with SDA.

**Academic and/or practical training upgrading required.** The number and content of required courses to be specified in the assessment. Recommendations provided in terms of classes available at the University of Saskatchewan. Candidate responsible for application and course fees.

**Dietetic bridging required.** The number and content of bridging courses to be specified in the assessment. Recommendations provided in terms of bridging courses available at the University of Alberta. Candidate responsible for application and course fees.

Once the candidate has successfully met and provided proof of completion of all requirements, they are eligible for registration with SDA.

Apply to be licensed as a restricted member by submitting online form, fees and a criminal record check. Licensing fee is \$330 annually or \$165 for half year rate. Write the CDRE at its next available sitting. The exam is offered in May and November each year. The exam fee is \$525. Maximum of three attempts at exam permitted. Mandatory upgrading required after second failure.



## Practicum Training/Internship Summary Form

Name:

Date of Completion:

<b>NUTRITION CARE</b> (eg. Clinical Nutrition)	<b>ROTATIONS</b>	<b>HOURS COMPLETED</b>	<b>SETTING</b>
	. Eg. GI, Diabetes, surgery, cardiology		Eg. Acute care, hospital, private clinic, long term care, outpatient, etc
	<b>TOTAL CLINICAL HOURS:</b>		
<b>POPULATION AND PUBLIC HEALTH</b>	<b>ROTATIONS</b>	<b>HOURS COMPLETED</b>	<b>SETTING</b>
	Eg. School health programming, public health, government, food security		Eg. School, government agency, public health clinic, etc
	<b>TOTAL COMMUNITY HOURS:</b>		
<b>MANAGEMENT</b> (eg. Food Service Systems)	<b>ROTATIONS</b>	<b>HOURS COMPLETED</b>	<b>SETTING</b>
	Eg. Food service management, personnel management/HR, processing/procurement, financial management		Eg. Acute care facility, long term care home, commercial food service, school, clinical program, etc.
	<b>TOTAL MANAGEMENT HOURS:</b>		
<b>OTHER</b> (eg. research, projects, rotations not included above)	<b>ROTATIONS</b>	<b>HOURS COMPLETED</b>	<b>SETTING</b>
	<b>TOTAL OTHER HOURS:</b>		





## Self-assessment to the Dietetic Entry to Practice Competencies

Name:

Date of Completion:

### Section 1: PRACTICE COMPETENCIES

#### *1: Professional Practice* *Demonstrate Professionalism*

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>1.01 Comply with federal and provincial/territorial requirements relevant to dietetic practice.</b></p> <p><input type="checkbox"/> <i>a Demonstrate knowledge of federal legislation, regulations and policies applicable to practice.</i></p> <p><input type="checkbox"/> <i>b Recognize non-compliance with federal legislation, regulations and policies.</i></p> <p><input type="checkbox"/> <i>c Demonstrate knowledge of provincial / territorial legislation, regulations and policies applicable to practice.</i></p> <p><input type="checkbox"/> <i>d Recognize non-compliance with provincial / territorial legislation, regulations, and policies.</i></p> <p><input type="checkbox"/> <i>e Identify federal and provincial / territorial requirements relevant to practice setting.</i></p> <p><input type="checkbox"/> <i>f Comply with applicable legislation, regulations, and policies.</i></p>			

**1.02 Comply with regulatory requirements relevant to dietetic practice.**

- a *Demonstrate knowledge of bylaws and regulations relevant to practice.*
- b *Recognize non-compliance with bylaws and regulations.*
- c *Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics.*
- d *Recognize non-compliance with regulatory scope of practice, standards of practice and code of ethics.*
- e *Identify regulatory requirements relevant to practice setting.*
- f *Comply with applicable regulatory requirements.*
- g *Demonstrate knowledge of principles of confidentiality and privacy.*
- h *Demonstrate knowledge of scenarios on non-compliance with confidentiality and privacy requirements.*
- i *Maintain client confidentiality and privacy.*
- j *Demonstrate knowledge of principles of informed consent.*
- k *Demonstrate knowledge of methods to obtain informed consent.*
- l *Ensure informed consent.*
- m *Demonstrate knowledge of the elements of professional boundaries.*
- n *Recognize non-compliance with professional boundaries.*

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>1.03 Practice According to organizational requirements.</b></p> <p><input type="checkbox"/> a Demonstrate knowledge of the role and features of job descriptions.</p> <p><input type="checkbox"/> b Provide services in compliance with designated role within practice setting.</p> <p><input type="checkbox"/> c Demonstrate knowledge of policies and directives specific to practice setting.</p> <p><input type="checkbox"/> d Comply with applicable policies and directives.</p>			
<p><b>1.04 Practice within limits of individual level of professional knowledge and skills.</b></p> <p><input type="checkbox"/> a Demonstrate knowledge of principles of reflective practice.</p> <p><input type="checkbox"/> b Reflect upon and articulate individual level of professional knowledge and skills.</p> <p><input type="checkbox"/> c Recognize situations which are beyond personal capacity.</p> <p><input type="checkbox"/> d Address situations beyond personal capacity by consultation, referral, or further learning.</p>			
<p><b>1.05 Address professional development needs.</b></p> <p><input type="checkbox"/> a Demonstrate knowledge of principles of self-assessment and learning plan development.</p> <p><input type="checkbox"/> b Self-assess to identify learning needs.</p> <p><input type="checkbox"/> c Develop and pursue a learning plan.</p> <p><input type="checkbox"/> d Integrate learning into practice.</p>			
<p><b>1.06 Use a systematic approach to decision making.</b></p> <p><input type="checkbox"/> a Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making.</p> <p><input type="checkbox"/> b Demonstrate knowledge of ethical principles for decision making.</p> <p><input type="checkbox"/> c Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.</p> <p><input type="checkbox"/> d Demonstrate knowledge of contextual factors that may influence decision making.</p>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<input type="checkbox"/> <i>e Obtain and interpret evidence.</i> <input type="checkbox"/> <i>f Apply ethical principles.</i> <input type="checkbox"/> <i>g Demonstrate knowledge of the rationale for and methods of including the client in decision making.</i> <input type="checkbox"/> <i>h Make and justify decisions in consideration of ethics, evidence, contextual factors and client perspectives.</i> <input type="checkbox"/> <i>i Take responsibility for decisions and actions.</i>			
<b>1.07 Maintain a client-centred focus.</b> <input type="checkbox"/> <i>a Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.</i> <input type="checkbox"/> <i>b Respect client rights, dignity and uniqueness.</i> <input type="checkbox"/> <i>c Determine client perspectives and needs.</i> <input type="checkbox"/> <i>d Integrate client perspectives and needs into practice activities.</i> <input type="checkbox"/> <i>e Identify services and resources relevant to client needs.</i>			
<b>1.08 Manage time and workload effectively.</b> <input type="checkbox"/> <i>a Demonstrate knowledge of principles for managing time and workload.</i> <input type="checkbox"/> <i>b Prioritize professional activities and meet deadlines.</i>			
<b>1.09 Use technologies to support practice.</b> <input type="checkbox"/> <i>a Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.</i> <input type="checkbox"/> <i>b Use technology to communicate.</i> <input type="checkbox"/> <i>c Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.</i> <input type="checkbox"/> <i>d Use technology to seek and manage information.</i> <input type="checkbox"/> <i>e Demonstrate knowledge of technological applications used in practice settings.</i> <input type="checkbox"/> <i>f Use technological applications in practice.</i>			
<b>1.10 Ensure appropriate and secure documentation.</b> <input type="checkbox"/> <i>a Demonstrate knowledge of documentation principles.</i> <input type="checkbox"/> <i>b Document relevant information accurately and completely, in a timely manner.</i> <input type="checkbox"/> <i>c Demonstrate knowledge of principles of security and access.</i>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<input type="checkbox"/> <i>d Maintain security and confidentiality of records.</i> <input type="checkbox"/> <i>e Identify organizational requirements for record keeping.</i> <input type="checkbox"/> <i>f Demonstrate knowledge of legal requirements for record keeping.</i> <input type="checkbox"/> <i>g Document in accordance with legal and organizational requirements.</i>			
<p><b>1.11 Assess and enhance approaches to dietetic practice.</b></p> <input type="checkbox"/> <i>a Demonstrate knowledge of the role of evidence, self-reflection, and consultation in assessing effectiveness of approaches to practice.</i> <input type="checkbox"/> <i>b Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.</i> <input type="checkbox"/> <i>c Assess effectiveness of practice activities.</i> <input type="checkbox"/> <i>d Recognize the importance of new knowledge to support or enhance practice.</i> <input type="checkbox"/> <i>e Seek new knowledge that may support or enhance practice activities.</i> <input type="checkbox"/> <i>f Propose modifications to increase the effectiveness of practice activities.</i>			
<p><b>1.12 Contribute to advocacy efforts related to nutrition and health.</b></p> <input type="checkbox"/> <i>a Demonstrate knowledge of principles of advocacy.</i> <input type="checkbox"/> <i>b Identify advocacy opportunities and activities in dietetic practice.</i> <input type="checkbox"/> <i>c Identify opportunities for advocacy relevant to practice setting.</i>			
<p><b>1.13 Participate in practice-based research.</b></p> <input type="checkbox"/> <i>a Demonstrate knowledge of research and evaluation principles.</i> <input type="checkbox"/> <i>b Identify research questions, methods, and ethical procedures related to dietetic practice.</i> <input type="checkbox"/> <i>c Source, critically appraise and interpret literature relevant to a research question.</i> <input type="checkbox"/> <i>d Summarize and communicate research information.</i>			

## 2: Communication and Collaboration

### *Communicate effectively and practice collaboratively*

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>2.01 Select appropriate communication approaches.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of opportunities for and barriers to communication.</li> <li><input type="checkbox"/> b Identify opportunities for and barriers to communication relevant to practice setting.</li> <li><input type="checkbox"/> c Demonstrate knowledge of communication techniques, and their appropriate uses.</li> <li><input type="checkbox"/> d Use appropriate communication technique(s).</li> <li><input type="checkbox"/> e Demonstrate knowledge of medical and dietetics-related terminology.</li> <li><input type="checkbox"/> f Demonstrate knowledge of practice-setting-related terminology.</li> <li><input type="checkbox"/> g Use appropriate terminology.</li> </ul>			
<p><b>2.02 Use effective written communication skills.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of ways to determine written communication needs of the reader.</li> <li><input type="checkbox"/> b Demonstrate knowledge of the elements of effective written material.</li> <li><input type="checkbox"/> c Edit written material for style, spelling and grammar.</li> <li><input type="checkbox"/> d Write clearly and concisely, in a manner responsive to the needs of the reader(s).</li> <li><input type="checkbox"/> e Write in an organized and logical fashion.</li> <li><input type="checkbox"/> f Provide accurate and relevant information in written material.</li> <li><input type="checkbox"/> g Ensure that written material facilitates communication.</li> </ul>			
<p><b>2.03 Use effective oral communication skills.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of elements of effective oral communication.</li> <li><input type="checkbox"/> b Speak clearly and concisely, in a manner responsive to the needs of the listener(s).</li> <li><input type="checkbox"/> c Demonstrate knowledge of the impact of tone of voice and body language on the communication process.</li> <li><input type="checkbox"/> d Use appropriate tone of voice and body language.</li> <li><input type="checkbox"/> e Recognize and respond appropriately to non-verbal communication.</li> </ul>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/INTERNSHIP	WORK EXPERIENCE
<p><b>2.04 Use effective interpersonal skills.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of principles of active listening.</li> <li><input type="checkbox"/> b Utilize active listening.</li> <li><input type="checkbox"/> c Demonstrate knowledge of ways to engage in respectful communication.</li> <li><input type="checkbox"/> d Communicate in a respectful manner.</li> <li><input type="checkbox"/> e Demonstrate knowledge of ways to communicate empathically.</li> <li><input type="checkbox"/> f Demonstrate empathy.</li> <li><input type="checkbox"/> g Demonstrate knowledge of ways to establish rapport in communication.</li> <li><input type="checkbox"/> h Establish rapport.</li> <li><input type="checkbox"/> i Demonstrate knowledge of counselling principles</li> <li><input type="checkbox"/> j Apply counselling principles.</li> <li><input type="checkbox"/> k Demonstrate knowledge of principles of negotiation and conflict management.</li> <li><input type="checkbox"/> l Apply principles of negotiation and conflict management.</li> <li><input type="checkbox"/> m Demonstrate knowledge of effective ways to give and receive feedback.</li> <li><input type="checkbox"/> n Seek, respond to and provide feedback.</li> </ul>			
<p><b>2.05 Contribute to the learning of others.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Recognize opportunities to contribute to the learning of others.</li> <li><input type="checkbox"/> b Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.</li> <li><input type="checkbox"/> c Assess the prior knowledge and learning needs of others.</li> <li><input type="checkbox"/> d Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses.</li> <li><input type="checkbox"/> e Select and implement appropriate educational strategies.</li> <li><input type="checkbox"/> f Demonstrate knowledge of learning resources, and their appropriate use in practice.</li> <li><input type="checkbox"/> g Select learning resources.</li> <li><input type="checkbox"/> h Demonstrate knowledge of ways to develop learning resources.</li> <li><input type="checkbox"/> i Develop learning resources.</li> <li><input type="checkbox"/> j Demonstrate knowledge of ways to establish and assess learning outcomes.</li> <li><input type="checkbox"/> k Establish and assess learning outcomes.</li> </ul>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/INTERNSHIP	WORK EXPERIENCE
<input type="checkbox"/> <i>l Demonstrate knowledge of ways to develop and deliver effective group educational sessions.</i> <input type="checkbox"/> <i>m Deliver group educational sessions.</i>			
<p><b>2.06 Contribute productively to teamwork and collaborative processes.</b></p> <input type="checkbox"/> <i>a Demonstrate knowledge of scenarios where dietetics knowledge is a key element in health care delivery.</i> <input type="checkbox"/> <i>b Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.</i> <input type="checkbox"/> <i>c Contribute dietetics knowledge in collaborative practice.</i> <input type="checkbox"/> <i>d Demonstrate knowledge of scenarios where the expertise of other health care providers is a key element in dietetic practice.</i> <input type="checkbox"/> <i>e Identify ways to draw upon the expertise of others.</i> <input type="checkbox"/> <i>f Draw upon the expertise of others.</i> <input type="checkbox"/> <i>g Contribute to shared decision making.</i> <input type="checkbox"/> <i>h Demonstrate knowledge of principles of teamwork and collaboration.</i> <input type="checkbox"/> <i>i Facilitate interactions and discussions among team members.</i>			

### 3: Nutrition Care

*Provide Services to meet the nutrition care needs of individuals*

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>3.01 Assess nutrition-related risks and needs.</b></p> <input type="checkbox"/> <i>a Demonstrate knowledge of principles for selection and use of nutrition risk screening strategies.</i> <input type="checkbox"/> <i>b Use appropriate nutrition risk screening strategies.</i> <input type="checkbox"/> <i>c Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.</i> <input type="checkbox"/> <i>d Identify relevant assessment data to collect.</i> <input type="checkbox"/> <i>e Demonstrate knowledge of methods to obtain perspective of client, family and / or relevant others.</i>			



PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<input type="checkbox"/> <i>f Obtain perspective of client, family or relevant others.</i> <input type="checkbox"/> <i>g Demonstrate knowledge of principles for obtaining and interpreting a medical history.</i> <input type="checkbox"/> <i>h Identify principles for selection of relevant medical information.</i> <input type="checkbox"/> <i>i Obtain and interpret medical history.</i> <input type="checkbox"/> <i>j Demonstrate knowledge of ways to obtain and interpret demographic, psycho-social and health behaviour history.</i> <input type="checkbox"/> <i>k Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour data.</i> <input type="checkbox"/> <i>l Obtain and interpret demographic, psycho-social and health behaviour history.</i> <input type="checkbox"/> <i>m Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.</i> <input type="checkbox"/> <i>n Obtain and interpret food and nutrient intake data.</i> <input type="checkbox"/> <i>o Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.</i> <input type="checkbox"/> <i>p Identify client learning needs related to food and nutrition.</i> <input type="checkbox"/> <i>q Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.</i> <input type="checkbox"/> <i>r Obtain and interpret anthropometric data.</i> <input type="checkbox"/> <i>s Demonstrate knowledge of ways to obtain and interpret biochemical and medical test / procedure data.</i> <input type="checkbox"/> <i>t Demonstrate knowledge of principles to identify relevant biochemical and medical test / procedure data.</i> <input type="checkbox"/> <i>u Obtain and interpret biochemical data and results from medical tests and procedures.</i> <input type="checkbox"/> <i>v Demonstrate knowledge of ways to obtain and interpret information from mealtime / feeding observations.</i> <input type="checkbox"/> <i>w Obtain and interpret information from mealtime / feeding observations.</i> <input type="checkbox"/> <i>x Identify signs and symptoms of nutrient deficiencies or excesses.</i> <input type="checkbox"/> <i>y Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.</i>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICCAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<input type="checkbox"/> z Obtain and interpret nutrition-focused physical observation data. <input type="checkbox"/> aa Identify signs and symptoms of dysphagia. <input type="checkbox"/> bb Demonstrate knowledge of principles for swallowing assessment. <input type="checkbox"/> cc Identify chewing, swallowing and feeding problems. <input type="checkbox"/> dd Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements. <input type="checkbox"/> ee Perform calculations to determine nutritional requirements. <input type="checkbox"/> ff Determine client nutritional requirements. <input type="checkbox"/> gg Identify methods to integrate assessment findings and identify nutrition problems. <input type="checkbox"/> hh Integrate assessment findings to Identify nutrition problem(s).			
<p><b>3.02 Develop nutrition care plans.</b></p> <input type="checkbox"/> a Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources. <input type="checkbox"/> b Prioritize nutrition care goals based upon risk and available resources. <input type="checkbox"/> c Demonstrate knowledge of ways to identify and select appropriate nutrition interventions. <input type="checkbox"/> d Select appropriate nutrition interventions. <input type="checkbox"/> e Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications. <input type="checkbox"/> f Select appropriate textural and therapeutic diet modifications. <input type="checkbox"/> g Demonstrate knowledge of principles for development and modification of meal plans. <input type="checkbox"/> h Develop or modify meal plans. <input type="checkbox"/> i Demonstrate knowledge of principles for supplement selection and use. <input type="checkbox"/> j Determine supplementation needs. <input type="checkbox"/> k Demonstrate knowledge of principles of enteral nutrition. <input type="checkbox"/> l Demonstrate knowledge of methods for designing enteral feeding regimens. <input type="checkbox"/> m Calculate enteral nutrition regimen requirements. <input type="checkbox"/> n Design enteral feeding regimens. <input type="checkbox"/> o Demonstrate knowledge of principles of parenteral nutrition.			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<input type="checkbox"/> <i>p Demonstrate knowledge of methods for designing parenteral feeding regimens.</i> <input type="checkbox"/> <i>q Calculate parenteral nutrition regimen requirements.</i> <input type="checkbox"/> <i>r Design parenteral feeding regimens.</i> <input type="checkbox"/> <i>s Demonstrate knowledge of principles for development of a client support plan.</i> <input type="checkbox"/> <i>t Develop client support plan.</i> <input type="checkbox"/> <i>u Demonstrate knowledge of principles for development of a client education plan.</i> <input type="checkbox"/> <i>v Develop client education plan.</i> <input type="checkbox"/> <i>w Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes.</i> <input type="checkbox"/> <i>x Select strategies to monitor and assess nutrition care plan outcomes.</i>			
<p><b>3.03 Manage implementation of nutrition care plans.</b></p> <input type="checkbox"/> <i>a Identify ways to implement nutrition interventions.</i> <input type="checkbox"/> <i>b Implement nutrition interventions.</i> <input type="checkbox"/> <i>c Identify the roles of team members in supporting the implementation of a care plan.</i> <input type="checkbox"/> <i>d Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.</i> <input type="checkbox"/> <i>e Coordinate implementation of care plan with client, interprofessional team and relevant others.</i> <input type="checkbox"/> <i>f Provide nutrition education and counselling.</i>			
<p><b>3.04 Evaluate and modify nutrition care plan as appropriate.</b></p> <input type="checkbox"/> <i>a Evaluate client progress in achieving plan outcomes.</i> <input type="checkbox"/> <i>b Identify factors impacting the achievement of outcomes.</i> <input type="checkbox"/> <i>c Identify necessary changes to nutrition care plan.</i> <input type="checkbox"/> <i>d Implement changes to nutrition care plan.</i>			

#### 4: Population and Public Health

##### *Promote the nutrition health of groups, communities and populations*

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>4.01 Assess food and nutrition related issues of groups, communities and populations.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a <i>Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.</i></li> <li><input type="checkbox"/> b <i>Identify information needed to assess food and nutrition-related issues of a group, community or population.</i></li> <li><input type="checkbox"/> c <i>Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.</i></li> <li><input type="checkbox"/> d <i>Obtain and interpret stakeholder perspective.</i></li> <li><input type="checkbox"/> e <i>Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.</i></li> <li><input type="checkbox"/> f <i>Obtain and interpret food and nutrition surveillance, monitoring and intake data.</i></li> <li><input type="checkbox"/> g <i>Demonstrate knowledge of sources of and methods to obtain health status data.</i></li> <li><input type="checkbox"/> h <i>Obtain and interpret health status data.</i></li> <li><input type="checkbox"/> i <i>Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.</i></li> <li><input type="checkbox"/> j <i>Obtain and interpret information relating to the determinants of health.</i></li> <li><input type="checkbox"/> k <i>Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.</i></li> <li><input type="checkbox"/> l <i>Obtain and interpret information related to food systems and food practices.</i></li> <li><input type="checkbox"/> m <i>Demonstrate knowledge of group, community and population assets and resources.</i></li> <li><input type="checkbox"/> n <i>Identify relevant group, community or population assets and resources.</i></li> <li><input type="checkbox"/> o <i>Demonstrate knowledge of methods to integrate assessment data to establish priorities for population health approaches related to food and nutrition.</i></li> <li><input type="checkbox"/> p <i>Integrate assessment findings to identify priorities for population health approaches related to food and nutrition.</i></li> </ul>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>4.02 Develop population health plan.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition.</li> <li><input type="checkbox"/> b Identify goals and objectives for population health related to food and nutrition.</li> <li><input type="checkbox"/> c Demonstrate knowledge of principles to establish strategies and action plans to meet population health goals and objectives.</li> <li><input type="checkbox"/> d Identify appropriate strategies to meet goals and objectives for population health.</li> <li><input type="checkbox"/> e Develop action plan for population health.</li> <li><input type="checkbox"/> f Demonstrate knowledge of monitoring approaches related to population health.</li> <li><input type="checkbox"/> g Identify strategies and timelines to monitor and evaluate effectiveness of action plan.</li> </ul>			
<p><b>4.03 Implement population health plan.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of ways to coordinate and deliver population health activities.</li> <li><input type="checkbox"/> b Contribute to the coordination and delivery of population health activities related to food and nutrition.</li> </ul>			
<p><b>4.04 Evaluate and modify population health plan as appropriate.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of processes and outcomes used to evaluate the effectiveness of population health activities.</li> <li><input type="checkbox"/> b Contribute to evaluating the effectiveness of population health activities for a group, community or population.</li> <li><input type="checkbox"/> c Propose modifications to population health activities to increase effectiveness.</li> </ul>			

## 5: Management

### *Manage programs, projects, and services related to dietetics*

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>5.01 Assess strengths and needs of programs and services related to dietetics.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a Demonstrate knowledge of strategic and operational planning principles.</li> <li><input type="checkbox"/> b Utilize strategic and operational planning principles to analyze goals, objectives and</li> </ul>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><i>activities of programs or services related to dietetics.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>c Demonstrate knowledge of assessment strategies and information sources.</i></li> <li><input type="checkbox"/> <i>d Identify relevant assessment information.</i></li> <li><input type="checkbox"/> <i>e Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders.</i></li> <li><input type="checkbox"/> <i>f Obtain and interpret stakeholder perspective.</i></li> <li><input type="checkbox"/> <i>g Demonstrate knowledge of ways to report budgetary and financial management information.</i></li> <li><input type="checkbox"/> <i>h Obtain and interpret financial information.</i></li> <li><input type="checkbox"/> <i>i Demonstrate knowledge of sources of standards and compliance data.</i></li> <li><input type="checkbox"/> <i>j Obtain and interpret relevant standards and compliance information.</i></li> <li><input type="checkbox"/> <i>k Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.</i></li> <li><input type="checkbox"/> <i>l Obtain and interpret nutritional, cultural, physical and other demographic client information.</i></li> <li><input type="checkbox"/> <i>m Demonstrate knowledge of sources of stakeholder satisfaction information.</i></li> <li><input type="checkbox"/> <i>n Obtain and interpret stakeholder satisfaction information.</i></li> <li><input type="checkbox"/> <i>o Demonstrate knowledge of ways to report human resource management information.</i></li> <li><input type="checkbox"/> <i>p Obtain and interpret human resource information.</i></li> <li><input type="checkbox"/> <i>q Demonstrate knowledge of sources of technical / equipment resource information.</i></li> <li><input type="checkbox"/> <i>r Obtain and interpret technical / equipment information.</i></li> <li><input type="checkbox"/> <i>s Demonstrate knowledge of principles to evaluate effectiveness in achieving goals and objectives.</i></li> <li><input type="checkbox"/> <i>t Analyze or integrate information to develop goals and objectives for food and nutrition services and programs.</i></li> </ul>			
<p><b>5.02 Manage programs and projects.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>a Demonstrate knowledge of ways to define goals and objectives for programs and projects.</i></li> <li><input type="checkbox"/> <i>b Identify appropriate goals and objectives for a program or project.</i></li> </ul>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<input type="checkbox"/> <i>c Identify strategies to meet goals and objectives for a program or project.</i> <input type="checkbox"/> <i>d Demonstrate knowledge of typical components of an action plan for a program or project.</i> <input type="checkbox"/> <i>e Develop an action plan for a program or project.</i> <input type="checkbox"/> <i>f Demonstrate knowledge of ways to establish a program or project budget.</i> <input type="checkbox"/> <i>g Develop a budget for a program or project.</i> <input type="checkbox"/> <i>h Demonstrate knowledge of responsibilities of a program or project manager.</i> <input type="checkbox"/> <i>i Contribute to a marketing plan for a program, event, or product.</i> <input type="checkbox"/> <i>j Coordinate implementation of an action plan for a program or project.</i> <input type="checkbox"/> <i>k Demonstrate knowledge of information needs and orientation strategies for staff and volunteers.</i> <input type="checkbox"/> <i>l Provide orientation and direction to staff or volunteers.</i> <input type="checkbox"/> <i>m Demonstrate knowledge of training and education needs of staff and volunteers.</i> <input type="checkbox"/> <i>n Provide training or education to staff or volunteers.</i> <input type="checkbox"/> <i>o Demonstrate knowledge of staff recruitment activities.</i> <input type="checkbox"/> <i>p Contribute to staff or volunteer recruitment activities.</i> <input type="checkbox"/> <i>q Demonstrate knowledge of staff development and performance management activities.</i> <input type="checkbox"/> <i>r Contribute to staff or volunteer development or performance management activities.</i> <input type="checkbox"/> <i>s Demonstrate knowledge of organizational planning and development activities.</i> <input type="checkbox"/> <i>t Contribute to organizational planning or development activities.</i> <input type="checkbox"/> <i>u Demonstrate knowledge of methods used to monitor expenditures and equipment and material usage.</i> <input type="checkbox"/> <i>v Develop a plan to monitor expenditures, equipment and materials usage relative to budget and activity plan.</i>			

PRACTICE COMPETENCY	ACADEMIC COURSE	PRACTICAL TRAINING/ INTERNSHIP	WORK EXPERIENCE
<p><b>5.03 Manage food services.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a <i>Demonstrate knowledge of ways to determine food service needs of a client group.</i></li> <li><input type="checkbox"/> b <i>Identify the food service needs of a client group based upon their nutritional, cultural and physical characteristics.</i></li> <li><input type="checkbox"/> c <i>Demonstrate knowledge of the range of human resource, financial, technical and equipment needs that must be addressed in the provision of food services.</i></li> <li><input type="checkbox"/> d <i>Identify human, financial, technical and equipment resources required for the provision of food services.</i></li> <li><input type="checkbox"/> e <i>Demonstrate knowledge of menu development and modification principles.</i></li> <li><input type="checkbox"/> f <i>Create and modify menus using menu planning principles.</i></li> <li><input type="checkbox"/> g <i>Demonstrate knowledge of processes for purchasing, receiving, storage, inventory control and disposal activities in food services.</i></li> <li><input type="checkbox"/> h <i>Contribute to purchasing, receiving, storage, inventory control, and disposal activities for food products.</i></li> <li><input type="checkbox"/> i <i>Demonstrate knowledge of food production and distribution procedures in food services.</i></li> <li><input type="checkbox"/> j <i>Contribute to food production and distribution activities.</i></li> <li><input type="checkbox"/> k <i>Contribute to improvement initiatives related to food services.</i></li> <li><input type="checkbox"/> l <i>Contribute to activities related to compliance with health and safety requirements.</i></li> <li><input type="checkbox"/> m <i>Demonstrate knowledge of approaches to marketing food services.</i></li> </ul>			



## Section 2: FOUNDATIONAL KNOWLEDGE

Please review the instructions on page 2 of this document for guidance on completing this section.

FOUNDATIONAL KNOWLEDGE	ACADEMIC COURSE
<p><b>1. Anatomy and Physiology.</b></p> <p>a. <i>Structure of the human body at the macro and cellular level</i></p> <p>b. <i>Role, function and regulation of the integumentary, musculo-skeletal, nervous, endocrine, cardio-respiratory, urinary, lymphatic and digestive systems in health and disease</i></p> <p>c. <i>Homeostasis including fluid-electrolyte and acid-base balance</i></p> <p>d. <i>Genetics and nutrigenomics</i></p>	
<p><b>2. Biochemistry.</b></p> <p>a. <i>Foundations of chemistry and biochemistry</i></p> <p>b. <i>Major metabolic pathways</i></p> <p>c. <i>Foundations of cellular and molecular biology</i></p> <p>d. <i>Mechanisms of metabolic regulation</i></p>	
<p><b>3. Communication.</b></p> <p>a. <i>Opportunities for and barriers to communication</i></p> <p>b. <i>Communication channels and techniques, and their appropriate usage</i></p> <p>c. <i>Strategies for effective written communication</i></p> <p>d. <i>Strategies for effective oral communication</i></p> <p>e. <i>Strategies for effective interpersonal communication</i></p> <p>f. <i>Medical and dietetics-related terminology</i></p>	
<p><b>4. Counselling.</b></p> <p>a. <i>Counselling theories</i></p> <p>b. <i>Counselling strategies and techniques</i></p> <p>c. <i>Counselling processes</i></p>	
<p><b>5. Food.</b></p> <p>a. <i>Physical properties and chemical composition of food</i></p> <p>b. <i>Food preservation, storage and packaging</i></p> <p>c. <i>The role of ingredients and their interaction in food preparation</i></p> <p>d. <i>Household food preparation</i></p> <p>e. <i>Application of dietary requirements, guidelines, and guidance tools to food planning</i></p> <p>f. <i>Food modification to address therapeutic, textural or other needs</i></p> <p>g. <i>Sensory evaluation of food</i></p> <p>h. <i>Religious and cultural food practices</i></p> <p>i. <i>Food labeling</i></p> <p>j. <i>Food-borne illness</i></p>	
<p><b>6. Food Service Systems.</b></p> <p>a. <i>Purchasing, receiving, storage, inventory control and disposal activities</i></p> <p>b. <i>Menu planning</i></p> <p>c. <i>Institutional menu modification to address therapeutic, textural, cultural or other needs</i></p> <p>d. <i>Recipe development, standardization and evaluation</i></p> <p>e. <i>Quantity food production and distribution</i></p> <p>f. <i>Cost control</i></p> <p>g. <i>Human resource, financial, technical and equipment needs</i></p>	

FOUNDATIONAL KNOWLEDGE	ACADEMIC COURSE
<ul style="list-style-type: none"> <li><i>h. Hazard Analysis and Critical Control Points (HACCP)</i></li> <li><i>i. Food service facility design</i></li> <li><i>j. Emergency planning</i></li> </ul>	
<p><b>7. Health System in Canada.</b></p> <ul style="list-style-type: none"> <li><i>a. Organization and delivery of care</i></li> <li><i>b. Issues and trends</i></li> <li><i>c. Political influence.</i></li> </ul>	
<p><b>8. Human Nutrition across the Lifespan.</b></p> <ul style="list-style-type: none"> <li><i>a. Ingestion, digestion, absorption, metabolism and excretion of nutrients</i></li> <li><i>b. Biochemical utilization of nutrients and energy</i></li> <li><i>c. Nutrient and energy requirements</i></li> <li><i>d. Physical activity and energy balance</i></li> <li><i>e. Nutrition recommendations and guidelines</i></li> <li><i>f. Effect of deficiencies and toxicities of nutrients</i></li> <li><i>g. Food sources of nutrients and dietary supplements</i></li> <li><i>h. Role of nutrients and other food components in health</i></li> <li><i>i. Dietary practices</i></li> </ul>	
<p><b>9. Interprofessional Collaboration.</b></p> <ul style="list-style-type: none"> <li><i>a. Interprofessional communication</i></li> <li><i>b. Patient / client / family /community-centred care</i></li> <li><i>c. Interprofessional role clarification, including the role of the dietitian</i></li> <li><i>d. Team functioning</i></li> <li><i>e. Collaborative leadership</i></li> <li><i>f. Interprofessional conflict resolution</i></li> </ul>	
<p><b>10. Management.</b></p> <ul style="list-style-type: none"> <li><i>a. Financial management</i></li> <li><i>b. Human resource management</i></li> <li><i>c. Strategic and operational planning including needs assessment, goal setting and outcome assessment</i></li> <li><i>d. Organizational behaviour and development</i></li> <li><i>e. Project management</i></li> <li><i>f. Regulations, policies and procedures</i></li> <li><i>g. Marketing</i></li> <li><i>h. Quality improvement</i></li> </ul>	
<p><b>11. Microbiology.</b></p> <ul style="list-style-type: none"> <li><i>a. Classification of microbes</i></li> <li><i>b. Microbes in food safety</i></li> <li><i>c. Host-vector spread of infection and risk management</i></li> <li><i>d. Microbes in food production including prebiotics and probiotics</i></li> <li><i>e. Microbiome in human health</i></li> </ul>	
<p><b>12. Nutrition Assessment.</b></p> <ul style="list-style-type: none"> <li><i>g. Food and nutrient intake of individuals and populations</i></li> <li><i>h. Environmental and individual factors affecting food intake</i></li> <li><i>i. Anthropometric data collection and interpretation</i></li> <li><i>j. Biochemical parameter interpretation</i></li> <li><i>k. Clinical data collection and interpretation</i></li> <li><i>l. Surveillance and monitoring data collection and interpretation</i></li> </ul>	

FOUNDATIONAL KNOWLEDGE	ACADEMIC COURSE
<p><b>13. Nutrition Care Process and Medical Nutrition Therapy.</b></p> <ul style="list-style-type: none"> <li>a. Etiology and pathophysiology of nutrition-related diseases</li> <li>b. Nutrition-related disease management strategies</li> <li>c. Use of assessment, diagnosis, intervention, monitoring, evaluation (ADIME) in medical nutrition therapy</li> <li>d. Calculation of energy and nutrient requirements for conditions/diseases</li> <li>e. Goal setting and outcome measurement in nutrition therapy</li> <li>f. Oral, enteral, and parenteral nutrition support</li> <li>g. Feeding assessment, including identification of chewing, swallowing and feeding problems</li> <li>h. Complementary and alternative nutrition therapies</li> </ul>	
<p><b>14. Pharmacology.</b></p> <ul style="list-style-type: none"> <li>a. Drug classifications relevant to nutrition and their modes of action</li> <li>b. Common medication side effects and contraindications relevant to nutrition</li> <li>c. Drug-nutrient interactions</li> <li>d. Nutrients and nutraceuticals as pharmacological agents</li> <li>e. Natural health products</li> </ul>	
<p><b>15. Population Food Systems and Food Security.</b></p> <ul style="list-style-type: none"> <li>a. Food production, preparation, processing, distribution and waste management</li> <li>b. Global and local food systems and factors affecting the supply of food</li> <li>c. Sustainable food practices</li> <li>d. Food markets and marketing of food</li> <li>e. Factors affecting access to food</li> <li>f. Disaster planning</li> <li>g. Food consumption patterns and trends</li> </ul>	
<p><b>16. Professional Practice in Dietetics.</b></p> <ul style="list-style-type: none"> <li>a. Federal, provincial / territorial requirements</li> <li>b. Practice in a regulated health profession</li> <li>c. Ethical conduct</li> <li>d. Reflective practice</li> <li>e. Professional development</li> <li>f. Decision making</li> <li>g. Time and workload management</li> <li>h. Role of research and new knowledge</li> <li>i. Technological applications used in practice</li> <li>j. Appropriate and secure documentation practices</li> <li>k. Strategies for assessing and enhancing approaches to practice</li> <li>l. Advocacy</li> </ul>	
<p><b>17. Population and Public Health.</b></p> <ul style="list-style-type: none"> <li>a. Frameworks for population and public health</li> <li>b. Strategies for public and population health including health promotion, education, advocacy, community development and partnerships</li> <li>c. Policies, standards and guidelines for public health nutrition</li> <li>d. Values and philosophy of public and population health</li> <li>e. Program planning in public and population health</li> <li>f. The determinants of health</li> </ul>	

FOUNDATIONAL KNOWLEDGE	ACADEMIC COURSE
<p><b>18. Research and Evaluation.</b></p> <ul style="list-style-type: none"> <li>a. <i>Theoretical foundations of research</i></li> <li>b. <i>Qualitative, quantitative and mixed methodologies</i></li> <li>c. <i>Ethics in research</i></li> <li>d. <i>Evidence-informed practice</i></li> <li>e. <i>Literature search strategies</i></li> <li>f. <i>Systematic review and critical appraisal of literature</i></li> <li>g. <i>Use of technology to seek and manage information</i></li> </ul>	
<p><b>19. Social and Psychological Foundations.</b></p> <ul style="list-style-type: none"> <li>a. <i>Behavioural theories relevant to eating and food choice</i></li> <li>b. <i>Social and psychological aspects of eating and food choice, in health and disease</i></li> <li>c. <i>Relationship between mental health and nutrition</i></li> <li>d. <i>Social justice, diversity and equity in society</i></li> <li>e. <i>Cultural competence</i></li> </ul>	
<p><b>20. Teaching and Learning.</b></p> <ul style="list-style-type: none"> <li>a. <i>Theories of teaching and learning</i></li> <li>b. <i>Strategies to assess teaching and learning needs</i></li> <li>c. <i>Development and assessment of learning outcomes</i></li> <li>d. <i>Strategies to address the teaching and learning needs of individuals and populations</i></li> <li>e. <i>Learning resource selection and development</i></li> </ul>	



## Introduction and Summary of my SDA Application

Please submit a 5-10 minute video where you provide answers to the following questions. If you are unable to submit a video, you can provide a written submission.

1. Introduce yourself (name) & describe your interest in applying to Saskatchewan for RD status.
2. Briefly describe the timeline for your dietetic education training (ie. name of institution/program and years) and internship/practical training.
3. Does your training qualify you to be a dietitian or registered dietitian in the country you have received your training or were previously living? Why or why not?
4. Briefly describe your dietetic-related employment and/or volunteer experiences, including what your duties and your responsibilities were.
5. Is there a dietetic regulatory body or licensing body in the country where you took your training or were previously living? What is the name and what is required to obtain and maintain a licence (ie. exam, work experience)?
6. What is your understanding of the Canadian/Saskatchewan health system and the roles of dietitians within it?



### Employment and Work Experience Verification

This is a request for a description of the position and the work performed by the applicant listed below. This individual has submitted an application for Registration with the Saskatchewan Dietitians Association. In order to complete the processing of this application, additional information, which will enable a review of credentials and work experience, is required.

This information is not intended to be a personal reference, but rather, a position description. It will become part of the applicant's file and will be used in the review for registration. *It is the applicant's responsibility to obtain this information and to ensure that it is sent directly to SDA.* Your cooperation is appreciated.

<b>Name of Applicant:</b>	
<b>Name of Employer:</b>	

**Please provide the following information:**

1. I certify that (name of applicant) \_\_\_\_\_ was employed by  
 (name and address of employer): \_\_\_\_\_  
 in the capacity as (job title) \_\_\_\_\_  
 in  Full Time **or**  Part Time capacity (specify number of hours/week or month) \_\_\_\_\_  
 from start date (day/month/year): \_\_\_\_\_ to end date: \_\_\_\_\_  
 Reason for Separation or End of Employment (if applicable): \_\_\_\_\_
  
2. Has the above-named individual committed any act of professional misconduct, incompetence or incapacity during his/her employment at your facility? If the answer is yes, please elaborate in an attached letter. **Yes**  **No**
  
3. Please attach a job description or provide a full description of the area of employment, roles, responsibilities and activities performed by the applicant. Please provide as complete a profile of this applicant's position and work experience as possible.

<b>Signature:</b>	<b>I verify that all information contained here is true and accurate.</b>	
<b>Name (Please Print):</b>		
<b>Position Title:</b>		<b>Tel # ( )</b>
		<b>Date:</b>

Please send this completed form with the information requested directly to the  
SDA Registrar at:

**Saskatchewan Dietitians Association  
17-2010 7<sup>th</sup> Ave, Regina, SK, S4R 1C2**