



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES

Nutritional Sciences & Wellness

Foodservice Supervised Experiential Learning Preceptor Syllabus

Professional Science Master's in Applied Nutrition- Dietetics Emphasis

Description of Program and Community Supervised Experiential Learning (SEL)

The Professional Science Master's (PSM) in Applied Nutrition- Dietetics Emphasis at the University of Arizona is an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited graduate program in which students are concurrently enrolled in graduate level coursework and participate in nutrition professional practice settings. Students participate in a foodservice professional setting to meet practice hours and competencies required by the program and that align with ACEND graduate program standards. More information about the PSM- Dietetics Program is available at the following link: <https://nutrition.cals.arizona.edu/applied-nutrition-programs#dietetics>

Program Mission, Goals and Objectives

Mission: To provide advanced knowledge in nutrition and skills in dietetics, to successfully prepare competent graduates for entry-level practice as registered dietitians/registered dietitian nutritionists in the state and nation.

Goal #1: The program will provide graduates a quality education for entry into the workforce in nutrition and dietetics.

Objectives:

1. "At least 80% of program graduates complete program/degree requirements within 1.5 years (150% of the program length)."
2. "Of graduates who seek employment, 50 percent are employed in nutrition and dietetics or related fields within 12 months of graduation."
3. "80% percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion."
4. "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%."

Goal #2: The program will provide graduates supervised experiential learning opportunities to develop skills, knowledge and beliefs to be successful in the workforce in nutrition and dietetics.

Objectives:

1. 80% of program graduates will rate the overall quality of the program as “good” or “excellent.”
2. 80% of employers surveyed will rate the program graduates as “good” or “excellent” in preparation for entry level practice in a nutrition or dietetics related field.

Program Contact Information

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Affiliation Agreements

An affiliation agreement must be established between the University of Arizona (UArizona) and the host site for a student to participate at the host facility. Once a student is officially admitted into the PSM- Dietetics Program, the program coordinator will reach out to the site contact to initiate the process of establishing an affiliation agreement. The agreement must be fully executed prior to the student starting at the host facility.

Preceptor Requirements

ACEND requires that all program preceptors and faculty be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination. A live webinar training will be offered to preceptors in November 2022; more information will be sent out by the program coordinator. If a preceptor is unable to attend the live webinar in November, then they navigate to the following link to participate in live trainings or view recorded webinars offered by ACEND on Diversity, Equity and Inclusion (DEI) topics: <https://www.eatrightpro.org/acend/about-acend/diversity-equity-and-inclusion>

Preceptors will be asked to upload the following documents in the program’s competency-based education portal:

- Resume/CV
- Current CDR card (if RDN or NDTR)
- Proof of completion of DEI training

Preceptor CPEU

Up to 3 CPEUs can be awarded per year to RDNs and NDTRs for precepting. Preceptors can complete the required forms then send them to the program director/coordinator for

signature. Navigate to the following link to learn more about earning CPEUs for precepting:
<https://www.cdrnet.org/cpeu-credit-for-preceptors>

SEL Timeline

For the foodservice SEL, students will be on site 2 days/16 hours per week for the duration of the semester. Fall semester starts mid-August and ends mid-December. Spring semester starts mid-January and ends mid-May. Specific dates can be discussed with the prospective student or program coordinator and can be found in the University of Arizona Academic Calendar: <https://catalog.arizona.edu/2022-2023-academic-calendar>

Course Objectives

During this SEL, students will:

- Design plans for quantity, food preparation, portion control, and customer service.
- Modify recipe/formulation for specific purposes, such as nutrient enhancement, quality improvement, and ingredient substitution.
- Complete 250 hours of supervised experiential learning.

Student Projects

Students will be assigned semester-long projects to complete onsite during the foodservice SEL. The two projects involve developing a theme meal for service, from idea inception, preparation, planning, cooking and service; and developing and implementing a quality improvement project. Review **Appendix A** for detailed instructions for the menu project and **Appendix B** for the quality improvement project. Project requirements can be adapted to fit the needs of the sight. Project deliverables will be graded by the SEL course instructor but should be reviewed and approved by the preceptor at each step of the process. Preceptors are encouraged to consider the work interns did for the project, as well as other activities they have completed, when completing the competency evaluations. Preceptors can reach out to the program coordinator to discuss project requirements if questions or concerns arise.

Topics Covered in Graduate Didactic Course:

Students will concurrently be enrolled in an Advanced Foodservice Management course while completing their foodservice SEL. The goal of the Advanced Foodservice Management course is to provide students with knowledge, tools and competencies related to foodservice systems management to prepare them to lead in institutional food service management and entrepreneurial roles. It is not required that all topics in the Advanced Foodservice Management course also be covered during the SEL; the topics are provided below only as suggested topics to review with students, if applicable:

Module 1: Food Safety Management	
Week 1	<i>Food Safety and HACCP Plans</i>
Week 2	<i>Food Allergens and Cross Contact</i>
Week 3	<i>Personal Hygiene and Quality/ Performance Improvement</i>
Module 2: Purchasing, Receiving, and Storing	
Week 4	<i>Inventory Control and Purchasing</i>
Week 5	<i>Receiving and Storing</i>
Module 3: Menu Development	
Week 6	<i>Cultural Menu Production</i>
Week 7	<i>Menu Production for Chronic Disease</i>
Module 4: Equipment and Facility Design	
Week 8	<i>Equipment and Materials</i>
Week 9	<i>Facility Design and Layout</i>
Module 5: Financial Management	
Week 10	<i>Revenue and Profit/Loss</i>
Week 11	<i>Budgets and Financial Monitoring</i>
Module 6: Functions of Management and Human Resources	
Week 12	<i>Management and Leadership Styles</i>
Week 13	<i>Human Resources - Creating job descriptions and interview questions</i>
Week 14	<i>Human Resources- Conducting interviews and hiring</i>
Final Project	
Week 15	<i>Final Project Preparation/Completion- Policy and Procedure Manual</i>

Expected Learning Outcomes/ACEND Graduate Program Competencies

Students will work towards meeting all ACEND graduate program competencies at entry level for dietitians by the end of the PSM- Dietetics Program. All ACEND competencies are listed in **Appendix C**; the competencies that interns work towards meeting during their foodservice SEL are highlighted BLUE. The table includes the competencies, performance indicators, and suggested learning activities and practice illustrations. The intern does not have to complete all learning activities and practice illustrations as listed in the chart; they are provided as suggestions. An intern can complete additional activities to meet competencies and performance indicators. Preceptors can reach out to the program coordinator if they identify that the student will not have the opportunity to meet a competency during their SEL.

Evaluations and Time Log

Evaluations and a student time log will be completed in a competency-based education portal, called iCompHost. The program coordinator will set up an account for the site preceptor(s) prior to the intern starting on site. Electronic evaluations are used to track students' progress towards meeting ACEND graduate program competencies at entry level for dietitians. Preceptors will be asked to complete a competency evaluation at the midpoint and end of the foodservice SEL. Midpoint competency evaluations are used to help the preceptor and student identify which key competencies are being met by the student during the first half of the SEL. If the student is not meeting important competencies, then the preceptor and student can establish a plan on how competencies can be met before the end of the SEL. Students will be expected to complete self-evaluations that preceptors can directly access and review in iCompHost.

Students will enter their daily time into iCompHost and preceptors will be asked to approve their time log by the end of the SEL.

Appendix A- Menu Project

Menu Project

Project Summary:

1. Review current standards and guidelines for recipe and menu development in your facility.
Review customer satisfaction surveys on the current menu.
2. Work with your preceptor and other personnel to revise or create a menu based on the facility's needs.
3. Create a budget for the menu.
4. Test the menu you created by making small portions of the meals.
5. Manage and participate in the menu/meal production.
6. Discuss the outcomes of the menu project in a written report.

Directions:

Project Preparation

- If appropriate, conduct and/or evaluate a customer satisfaction survey for the current menu.
Discuss with your preceptor possible menu changes needed based on the results of the survey or based on needs of the facility.
- Review the facility's current nutrition care manual (if applicable), guidelines and regulations for menu development.
- With your preceptor, define the parameters of the menu project with the goal to meet the needs of the facility. Discuss the following:
 - What type of menu they would like you to revise/create (i.e a catered meal; multiple entrees, sides and beverages to be served during lunch; meals for a full day- breakfast, lunch and dinner, etc.)
 - If there are any specific components/ingredients they would like you to include in your menu
 - Any regulations that need to be considered (ex: components of school lunches or medical diet order requirements)
 - Equipment and labor/staffing availability
 - Food and labor costs
 - Nutritional requirements (RDA's, DRI's)
 - Sustainability practices and minimizing food waste

Menu Design

- Create a menu based on the parameters you discussed with your preceptor during the project preparation process. Work with your preceptor and other personnel to revise or create a menu based on the facility's resources and needs.
- Review the menu you created with your preceptor and other appropriate personnel for approval.

- Analyze the menu using food composition tables and a computerized nutritional analysis software program.
- Change the menu as needed to meet the RDA's, DRI's or other parameters for the population you are serving.

Menu Budget

- Prepare and present a budget - present the budget in a table format with the following items, each making up a column:
 - Ingredients used in the meal
 - Specifications of the item (how many per oz?)
 - Price
 - Amount used for the menu
 - Price per amount used
 - Then estimate the total cost of the meal by adding up the price per amount used column.
 - Determine the cost of the meal per person and deduct it from the amount charged per meal. This will provide you with the profit.

Menu Testing

- Prepare small portions of at least 2 menu items to test the recipes for visual appeal, texture, variety, balance, etc.
- Utilize food science principles and quality tests (taste panel, AP-EP, cooking methods, yield study) for each recipe.
- Revise recipes if needed.

Meal Production

- Participate in the ordering process for the menu.
- Prepare a customer satisfaction survey to determine the outcome of the meal. Review with your preceptor and revise as needed.
- Prepare a plan for the preparation, service, and clean-up of the meal.
 - Make sure to consider all sanitation and facility regulations and requirements. Review with your preceptor.
 - Prepare a production log that you will use to track the actual production.
 - Supervise and participate in the meal production and service. Make sure to note on your production log the timing of each step, problems as they occurred, and the solutions you chose to do.
 - Supervise and participate in the clean-up procedures. Once again, note the problems and solutions as well as open issues that need to be addressed.
- Review the production log, reflect on your experience and review customer satisfaction survey results for acceptability by the facility population. Analyze and summarize the results, and present them to your preceptor and other appropriate staff.

Analysis and Discussion - In a written report (2-3 pages) discuss the outcomes of the menu project.

- What did you observe?
- Was it well received by customers?
- Was it well received by staff?
- Do you see any future improvements?
- What worked, what didn't, and why?
- What would you do differently?
- What did you learn?

Appendix B- Quality Improvement Project

Quality and Process/Performance Improvement Project

Background:

Quality and performance improvement refers to the process by which an organization assures that the services provided meets or exceeds their established standards. People “working smarter” are the real key to improving performance in any operation. Thus, management must understand human nature (i.e. their staff and the quality of work life or work environment) to ensure performance and productivity improve. Factors to consider when improving a process as well as productivity are product quality, customer satisfaction, and the input/output ratio.

The key steps for a performance improvement study are: Plan – Do – Study – Act [PDSA].

1. **Plan:** review the process; study and analyze current conditions, environmental factors and the standards; determine how it can be improved and identify data for analysis; develop tools and training.
2. **Do:** take action on a limited basis; pilot test the new idea/process to achieve improvement.
3. **Study:** determine whether the action plan was effective; analyze pre and post pilot test data - indicators, observations, surveys, etc.; modify the new process if necessary to achieve the desired improved outcome.
4. **Act:** implement the change and establish an ongoing evaluation and monitoring system to sustain the improvement OR abandon the change and develop a new plan, i.e., repeat the cycle.

The Quality and Process/Performance Improvement Project for this rotation will focus on only the *Plan, Do and Study* phases. It is expected that interns work with department staff to develop improvements, gain experience in leadership as well as management skills. The outcomes may include development of in-service training, educational materials, and/or new policies and procedures.

Project Summary:

1. Observe the operation in which you are completing your rotation. Participate in the supervision of department activities.
2. Identify a food or management issue (i.e. improper food handling, sick workers, workflow efficiency, etc.) for your project.
3. Prepare a proposal for your chosen topic and review your proposal with your preceptor for approval.
4. Research the literature related to the food or management issue you have identified.
5. With you preceptor, determine your project intervention/output - examples include: 15 minute in-service training with visuals (i.e. PowerPoint and handouts) to selected staff, development of educational materials and/or creation of new policies and procedures.
6. Implement interventions.
7. Prepare a QI project paper on your selected topic.

Directions:

Project Preparation

- Review the facility's Policy and Procedure Manual to gain full insight into daily operations.
- Participate in the supervision of department activities. Observe the layout of the facility, workflow efficiency, communication and operating procedures followed by staff.
- Identify food or management issues in the facility.
- Review the literature on issues you identified and select one topic for your project.

Written Topic Proposal and Program Evaluation and Review Technique (PERT) Chart (This proposal must be given to your preceptor for topic approval)

- Define the problem or state a simple research question based on the facility's situation and need.
- With you preceptor, determine your project intervention/output - examples include: 15 minute in-service training with visuals (i.e. PowerPoint and handouts) to selected staff, development of educational materials and/or creation of new policies and procedures.
- Develop 2 outcome objectives of your project.
- Create a PERT diagram with a detailed list of activities included in your project plan and with the anticipated amount of time each task will take.
 - PERT Chart Concept: Use of a diagram to plan activities and estimate the time required to complete each activity. The chart helps organize and spot possible scheduling difficulties, estimate completion time, and control the entire process.
 - PERT Chart Process:
 - List all activities to be performed for the project.
 - Arrange the activities sequentially.
 - Estimate time needed to complete each activity.

Intervention Implementation Steps

- Review the literature regarding standards and best practices for your chosen topic.
- Develop the project intervention (i.e. 15 minute in-service training, development of educational materials and/or creation of new policies and procedures)
 - Create a pre and post questionnaire/quiz to assess knowledge of staff before and after the intervention.
 - Create a monitoring plan for post-intervention.
- Present intervention to appropriate staff selected by your preceptor.
- Work with your preceptor and the staff to implement selected improvements.
- Follow monitoring plan post-intervention and assess appropriate staff for improvements.

Project Deliverables

- Add your project deliverables (i.e in-service presentation, educational materials, new policies and procedures) to your Professional Practice Portfolio under the Foodservice Management section.

QI Project Paper (12 point font, double spaced)

- **Section I: Executive Summary** [1 page each] - Summarize the most important details of your plan/objectives, activities and results of your in-service project and benefits to the organization. This section should be written last as it summarizes your entire project paper.
- **Section II: Introduction and Literature Review** [3 pages maximum] –
 - Introduce the specific process under study:
 - What is the purpose of this study?
 - Why is it important?
 - What are the goals, objectives and results that you seek or expected outcomes from making this improvement?
 - Study of the problem(s):
 - Provide a historical background.
 - Describe any standards, protocols, guidelines established by the industry for the area of focus being analyzed.
 - Develop the background by including a scholarly review of the literature, reference pertinent works specific to the issue(s) - How does the project at hand relate to information cited in the literature?
- **Section III: Materials and Methods** [1-2 pages]-
 - Provide details for each step of the study –
 - Think: who, what, where, when, why, and how. Describe what you and/or other staff did, how you did it, and go on to include when, where, and why.
 - Report what you did in chronological order (Project Completion Steps).
 - Clearly identify who and how many subjects (i.e how many individuals were observed or interviewed).
 - Describe the types of data collected. State the process(es) used to collect your data, and the methods you used to analyze it. Be sure the steps cover sufficient detail so that another intern could take your Methods and implement this project at their facility.]
- **Section IV: Results** [1 page maximum] –
 - State your findings for the following:
 - Data Collected
 - Cost Outcomes: Conduct a cost-benefit analysis, which projects any cost savings that may be achieved from the change or improvement opportunity.
 - Additional Quantitative Benefits (i.e. additional number of meals prepared, time saved on a task multiplied by the number of times this task is performed in a week or month, the number of staff available to do additional work, the reduced number of accidents or sick days)
 - Qualitative Benefits. (i.e. improvements in employee/customer satisfaction, mood, motivation etc.) Qualitative benefits are the feelings that the people have, their reactions to a situation.
- **Section V: Discussion and Recommendations** [1-2 pages]

- Process Outcomes Assessment: Compare the current documented care or service performance with the current professional standards/procedures.
 - Does the facility's process standards and procedures reflect current standards of quality practice? Discuss what, if any, differences or variations were identified between the facility's processes with these standards.
- Analyze and discuss results:
 - Why did they occur?
 - What do they mean for this specific facility?
 - Do findings support your outcome objectives?
- Suggest corresponding corrective actions to be taken, and identify future plans and activities
 - What are the next steps the facility will need to take to fully implement the improvement and maintain an atmosphere of continuous quality (performance/process) improvement?
- **Section VI: References**- AMA format, minimum of 8 sources, include peer reviewed journals.
- **Section VII: Appendix** [pages as needed]- The facility's forms as well as any forms, documents, etc. that you create may be included as an appendix. Appendices are alphabetized. Any appendix is required to be discussed/explained in the paper.

Appendix C- ACEND Competencies

Foodservice competencies are highlighted blue.

Competencies, Performance Indicators, Learning Activities, Practice Illustrations and Assessment Strategies

* Denotes an enhanced competency

GP Unit 1: Foundational Knowledge			
Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.			
Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>1.1 Applies an understanding of environmental, molecular factors (e.g., genes, proteins, metabolites) and food in the development and management of disease. (S)</p>	<p>1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S)</p> <p>1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. (K)</p> <p>1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. (S)</p> <p>1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g., genes, proteins, metabolites) and microbes with disease states. (K)</p> <p>1.1.5 Identifies the influence of food consumption on the development of diseases. (K)</p>	<ul style="list-style-type: none"> Review epidemiological data from a data set (e.g., health department) and determine prevalence of disease. Evaluate client/patient and environmental characteristics that may contribute to the development of disease (e.g., obesity, hypertension, diabetes, cancer). Create client/patient education materials incorporating the effects of genetics and diet on the development of chronic diseases. Review and analyze research papers related to molecules and microbes to make an informed data driven opinions of the impact of genetics and diet on disease states. Use research-based evidence to identify a relationship between a specific gene-nutrient interaction to identify patients at a higher risk for developing a chronic disease (e.g., hypertension, obesity, diabetes, hypercholesterolemia). Communicates epidemiological evidence related to the relationship between diet and the development of disease. Utilize evidence-based guidelines to develop, improve or recommend changes to a public health program based on the population and common genetic disposition. Apply knowledge of genetic testing and impact on diet when educating others or when providing counseling services. (e.g., Phenylketonuria (PKU), cystic fibrosis, mitochondrial) Tailor diet plan, diet prescription and nutritional recommendations based on genetic predisposition and disease state. Identify potential genetic risk factors and health condition based on laboratory findings (e.g., PKU, microorganisms, elevated LDH, low levels of vitamin D) and understand the impact of the findings on disease and health. Provide diet counseling based on client's/patient's family history, risk factors and epidemiology factors. Explain how environmental and genetic factors impact disease development and develop nutrition goals/interventions that address these factors. Discuss recent health and nutrition news in the popular press with clients. 	<p>Assessment Types</p> <p>Essay, presentation (poster, written, verbal, etc.), scenarios/case studies, counseling role playing, research studies</p> <ul style="list-style-type: none"> Analyze client food record. Complete a survey for peer reviewed epidemiological research study related to the food environment, diet and the development of disease.

GP Unit 1: Foundational Knowledge

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
1.1 (cont.)		<ul style="list-style-type: none"> • Explain how environmental exposure/consumption affects the health of patient. 	
<p>1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)</p>	<p>1.2.1 Analyzes the impact of food and nutrition on physiological processes. (S)</p> <p>1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care. (S)</p>	<ul style="list-style-type: none"> • Apply knowledge related to digestion, absorption and metabolism to disease states. • Assess the physiological impact of the elements in nutrition support and manipulate these elements for the desired physiological outcomes. • Demonstrate how body mechanics work and how it is related to food. • Use appropriate anatomy and physiology terminology in client/patient records and other documentation. • Describe pathophysiology of a disease state and how it applies to medical nutrition therapy. • Communicate an understanding of the human body and the impact of food and nutrition on body systems. • Explain micro and macro neutralization in the body. • Describe in detail etymology, signs, symptoms, etc. of disease state and the nutrition concerns for the specific disease. • Understand the healing process and nutrients needed to promote growth, repair and healing. 	<p>Case studies, presentations, chart review, create or present patient education material</p> <p>Case study discussion</p> <ul style="list-style-type: none"> • Identify potential future micronutrient deficiencies in a patient with a surgically altered gut. • Evaluate and discuss possible complications to a patient who has undergone bariatric surgery, who have diabetes, cardiac disease, etc. • Examine the impact of the disease on the pancreas and how food intake impacts the physiological process of that organ and disease management. • Explain why lactase deficiency produces GI disturbances for the patient who consumes lactose. • Understand liver function and how the liver processes drugs and toxins in order to evaluate the effect of various dietary supplements on an individual's nutritional and health status. • Explain why a sodium restriction would be important for a client/patient with hypertension.
<p>1.3 Applies knowledge of microbiology and food safety. (S)</p>	<p>1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. (S)</p> <p>1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (S)</p>	<ul style="list-style-type: none"> • Create a HACCP plan and explain why a step is a hazard that needs to be controlled and the mechanism and reason for effectiveness for the controls. • Create a food safety policy. • Conduct a food safety inspection in a kitchen and make recommendation for changes or improvements in food preparation and storage protocol. • Educate clients/patients and staff members on food contamination, microbial development and proper food handling and storage. 	<p>Case studies, multiple choose or short answer questions, develop written / education material, presentation/in-service, laboratory experiment, review real cases of documented foodborne illness.</p>

GP Unit 1: Foundational Knowledge			
Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.			
Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
1.3 (cont.)		<ul style="list-style-type: none"> Take action to ensure safe food handling practices that follow the flow of food throughout the food service system. Explain why specific populations (e.g., elderly, young, underserved, developing nation) are at risk of foodborne illness. 	
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)	1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. (S) 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. (S) 1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility. (S)	<ul style="list-style-type: none"> Analyze metabolic impact of disease, comorbidities and complications, and develop a nutrition prescription that addresses altered metabolism. Discuss the effects of storage on vitamins in food and other aspects of food chemistry including antioxidants. Select appropriate formulas or feeding products for individuals with special needs. Apply technical knowledge in the development of new food products. Make recommendations for substitution of ingredients that modify target nutrients (e.g., low fat, wheat free, allergies) without sacrificing characteristics of the food product. 	Case studies, multiple choice or short answer questions <ul style="list-style-type: none"> Develop and manage a Capstone/Theme meal project. Create a food label. Write technical papers on food production or product development.
1.5 Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease. (S)	1.5.1 Examines nutritional biochemical indicators specific to the disease process. (K) 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. (S) 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. (S) 1.5.4 Analyzes the correlation between mental health conditions and nutritional health. (S)	<ul style="list-style-type: none"> Calculate fluid and caloric needs for client/patient. Develop and modify medical nutrition therapy for clients/patients based on pathophysiology and biochemistry findings. Explain how nutrition could affect disease progression. Review evidence-based literature and research and identify the impact of nutrition deficiency on mental disorders. Review research findings and evidence-based literature related to the physiological process through the lifecycle (e.g., nutrition health, progress of heart disease, the lactation process). 	Case studies, meal / menu planning, nutrition order, presentation, field placement, role play <ul style="list-style-type: none"> Present a case study with abnormal laboratory finds. Make dietary recommendations for a breastfeeding mother. Explain the lactation physiological process. Provide counseling to clients/patients with eating disorders.

GP Unit 1: Foundational Knowledge

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)</p>	<p>1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. (S)</p> <p>1.6.2 Articulates the impact of nutritional health on psychiatric disorders. (S)</p> <p>1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/ biodegradable items, local and global produce sourcing and access to food. (S)</p> <p>1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (S)</p>	<ul style="list-style-type: none"> • Demonstrate all eating is psychologically and socially rooted (e.g., provide counseling for eating disorder, nutrition/weight-loss, elderly population, oncology). • Encourage and utilize mindful eating techniques. • Compare how certain antidepressants or atypical antipsychotic medications have nutrient interactions. • Develop effective public health assessment/screening tools. • Take into consideration the client's/patient's situation and environment (e.g., homelessness, community, home-life, disability accommodations); and how these factors affect person's ability to meet basic nutritional needs. • Explore the geographic aspects of food production, consumption and post-consumption. • Identify disease outbreaks and environmental factors/events which impact food supply. • Identify influences that affect health and nutrition, including physical/geographic circumstances (e.g., altitude, temperature regimes, and pollutants), social context (e.g., social networks, access to care, perception of risk behaviors), and economic conditions (e.g., quality of nutrition, access to food and water). • Identify community resources for under serviced populations (e.g., foodbanks, meal delivery for homeless, shelters). 	<p>Role playing, case studies, project work, presentation</p> <ul style="list-style-type: none"> • Conduct a local food system investigation. • Conduct a needs assessment with a group or community with known social services and/or mental health services needs. • Develop and present a food system viewpoint. • Develop a quantity food project for a local vendor or local non-profit food organization. • Develop a community action plan to address access to adequate nutrition and outline implementation plan. • Create a diet plan for a client with an eating disorder, mental illness or low socio-economic status.

GP Unit 1: Foundational Knowledge

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)</p>	<p>1.7.1 Demonstrates knowledge of the cultural competence models. (K)</p> <p>1.7.2 Applies knowledge of foods eating patterns and food trends. (S)</p> <p>1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. (S)</p> <p>1.7.4 Identifies and implements strategies to address cultural biases and differences. (D)</p> <p>1.7.5 Applies culturally sensitive approaches and communication skills. (D)</p> <p>1.7.6 Develops awareness of one's own personal beliefs, values and biases to better serve clients/patients of different cultures and backgrounds. (S)</p>	<ul style="list-style-type: none"> • Undertake a process of reflection on one's own cultural identity and recognizes the impact of one's own culture on practice. • Apply cultural competence including cultural awareness, cultural security, cultural respect and cultural safety. • Incorporate diverse eating patterns and preferences (e.g., Jewish dietary laws, hot and cold theory, holiday traditions) into practice (e.g., nutrition care plan, meal planning ,nutrition counseling, food preparation) • Describe a way of eating that conflicts with one's own cultural method (religious, ethnic, etc.). • Understand the family cultural influences and cultural foods. • Understand meal planning, nutritional plan and cooking foods from different cultures. • Consider that culture is beyond ethnical background and includes personal beliefs, values and sexual orientation. • Utilize culturally sensitive and gender neutral language. • Be familiar with food preferences and eating patterns of a specific population. 	<p>Case study, menu planning, community projects, self-reflection exercise, self-assessment, role play</p> <ul style="list-style-type: none"> • Implement nutrition counseling or program planning for culturally diverse populations. • Create a specific menu based on a primary religion, ethnicity, personal beliefs and values. • Observe a culturally competent/sensitive counseling session and note required competence and modifications. • Attend a cultural event outside of student's own beliefs/cultural to expose self to other cultures and various eating patterns. • Engage in a self-assessment of personal bias including weight bias.
<p>1.8* Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)</p>	<p>1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. (K)</p> <p>1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. (S)</p> <p>1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions. (S)</p>	<ul style="list-style-type: none"> • Apply knowledge when recommending or prescribing nutrition related drug therapy. • Make recommendations for changes in diet based on the client's/patient's current medication use. • Evaluate a client's/patient's medication list or herbal supplement list for possible food/drug interactions. • Identify medications that are nutrient depleting. • Identify various drugs needed to help with absorption and/or decrease/improve gastric symptoms. • Understand side effects of medication that affect nutritional status (e.g., medications that affect blood glucose or potassium levels; determine which antacids may interfere with dissolution of antiretroviral medications). 	<p>Case studies, multiple choice test, create nutrition drug prescription</p> <ul style="list-style-type: none"> • Create dietary treatment plan for a client/patient with diabetes, heart disease, or cancer, considering medication regime. • Create a chart showing the breakdown of a common nutrition-related pharmacology agent. Identify side effects, uses, contraindications. • Describe a drug-nutrient interaction and how treatment would be recommended to avoid it.

GP Unit 1: Foundational Knowledge			
Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.			
Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
1.9* Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)	1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. (S) 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. (S) 1.9.3 Identifies indications, use and contraindications of complementary and integrative nutrition. (K)	<ul style="list-style-type: none"> • Provide evidence-based information and education related to the use of complementary and integrative nutrition. • Review and compare findings for studies related to complementary and integrative nutrition to determine validity of the claims. • Provide science-based answers to clients/patients about complementary and integrative nutrition therapy. • Articulate the role and scope of practice for complementary health providers (e.g., natural path, chiropractor, Chinese medicine). 	Literature review and case study, presentation <ul style="list-style-type: none"> • Develop client/patient education material. • Reference evidence-based and science-based literature to support recommendations.
1.10* Applies knowledge of math and statistics. (S)	1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. (S) 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. (S) 1.10.3 Applies math skills to perform food and nutrition calculations. (S)	<ul style="list-style-type: none"> • Communicate statistical methods and results in writing and orally. • Conduct a research project on a food-related subject and apply statistical concepts to interpret the results correctly. • Run sample data sets using statistical software, interpret results of sample data set, read articles and interpret results. • Calculate complex math formula related to food and nutrition (e.g., nutrient needs, costing, budget) • Apply formulas to basic statistical calculations (e.g., mean, average, standard deviation, quartiles, confidence intervals, binomial distribution). 	Literature review, case study, presentation, research project <ul style="list-style-type: none"> • Analyze the statistical results of a published study • Conduct a nutrition epidemiology focused dataset analysis. • Calculate parenteral feeding infusion rate.
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)	1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D) 1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)	<ul style="list-style-type: none"> • Document in client/patient record using appropriate medical terminology and abbreviations. • Interpret laboratory test results in relationship to diet therapy when conducting nutritional counseling. • Use appropriate medical terminology and abbreviations to clearly communicate the condition and treatment method. • Clearly communicate nutrition-related concerns to others ensuring proper interpretation and understanding. 	Chart review, present case study, develop patient / client education material, role playing, standardized testing, field placement <ul style="list-style-type: none"> • Participate in simulations of interdisciplinary care rounds. • Write sample client/patient chart notes based on a case study.

GP Unit 1: Foundational Knowledge			
Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.			
Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
1.11 (cont.)			<ul style="list-style-type: none"> • Conduct a chart review in clinical placement. • Create client/patient education material using layman terms to explain medical terminology.
1.12 Demonstrates knowledge of and is able to manage food preparation techniques (D)	<p>1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. (K)</p> <p>1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. (D)</p> <p>1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. (D)</p> <p>1.12.4 Evaluates recipes using sensory evaluation methods. (D)</p>	<ul style="list-style-type: none"> • Create a recipe and scale it. • Modify meal plans to meet the needs of the clients/patients, considering the current food supply and the environment (e.g., during a disaster, electrical outage). • Plan, prepare, execute and evaluate a meal. • Evaluate and make recommendation for staff resources for food preparation. 	Case study, field placement, capstone/ theme meal
1.13* Demonstrates computer skills and uses nutrition informatics in the decision making process. (D)	<p>1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet. (S)</p> <p>1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format. (S)</p> <p>1.13.3 Operates nutrition informatics systems in practice. (D)</p> <p>1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. (D)</p> <p>1.13.5 Uses technology and informatics skills proficiently to aggregate data, enhance practice and client/patient care. (D)</p>	<ul style="list-style-type: none"> • Explain how technology can be used to enhance nutrition education or treatment. • Document in an electronic health record. • Create and teach patients/clients to use nutrition related technology (e.g., track food/ exercise program). • Use electronic resources to analyze nutrient content and adequacy of specific recipes in a food service operation. • Act as a nutrition content expert for the design of a new nutrition and dietetics software, system, technology (e.g., electronic health records). • Export data from a system, analyze and make appropriate recommendations and decisions. • Identify trends in food and nutrition using health information systems. • Act as a subject matter expert for the development of electronic and nutrition informatics systems. 	<p>Project work, practical skills labs, simulations, chart review</p> <ul style="list-style-type: none"> • Analyze online insulin pump upload. • Conduct live chats answering dietary questions. • Utilize electronic data to conduct community needs assessments, public health program planning/grant applications.

GP Unit 1: Foundational Knowledge

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)</p>	<p>1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. (D)</p> <p>1.14.2 Identifies nutritional risk factors across the life cycle. (D)</p> <p>1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations. (D)</p> <p>1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness. (K)</p>	<ul style="list-style-type: none"> • Create nutrition and physical activity program for a specific age group and implement (e.g., school system, hospital, outpatient clinic). • Make appropriate exercise recommendations based on the client's/patient's ability, nutritional intake and blood glucose results. • Emphasize the importance of physical activity in controlling metabolic risk factors when conducting counseling or group sessions. • Identify the benefits of exercise and current recommendations for clients/patients throughout the lifecycle. • Support patient's/client's realistic health goals incorporating activities to achieve them based on anthropometric measurements, age, personal and cultural preferences and resources available. • Evaluate caloric requirements considering relevant factors including activity level. • Understand the impact of exercise on disease and nutritional intake. • Evaluate fluid and calorie requirements for those engaging in various levels of physical activity. 	<p>Case study, presentation, develop client/patient education material</p> <ul style="list-style-type: none"> • Give a presentation in community setting on nutrition and physical activity tips. • Develop an educational website, handout/pamphlet, for various stages of the lifecycle; incorporate appropriate nutrition and physical activity components.
<p>1.15* Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)</p>	<p>1.15.1 Recognizes and communicates the cause of disease and nutrition risks. (K)</p> <p>1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations. (S)</p> <p>1.15.3 Examines the influence of the determinants of health on health and wellness. (S)</p> <p>1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities. (S)</p> <p>1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention. (S)</p>	<ul style="list-style-type: none"> • Develop plans to address dimensions of wellness important to groups and individuals. • Develop community classes to encourage health and wellness (e.g., breastfeeding nutrition class, cooking classes, diabetes nutrition program). • Develop a wellness program for individuals, groups and population. • Conduct a patient, community and population assessment documenting demographics, lifestyle risk factors, epidemiology, socio-psychological and economic factors, and ecological issues to promote wellness. • Apply knowledge of health promotion and prevention for individuals, groups and populations when planning and conducting employee wellness programs. • Identify population markers to determine overall health status of a new minority group of immigrants coming from an impoverished area. • Complete a needs assessment within a local community. • Develop, implement and evaluate an intervention which targets the community's needs. 	<p>Case study, presentation, research project, paper</p> <ul style="list-style-type: none"> • Design a billboard sign, commercial or other media that educates public on chronic disease risks. • Design a wellness activity for a specific audience. • Develop a lesson plan and presentation to classroom or a community audience • Plan and conduct a supermarket tour to increase client/patient awareness of advertising influence, food labels, and health meals/foods.

GP Unit 1: Foundational Knowledge

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>1.16* Gains a foundational knowledge on public and global health issues, policies and nutritional needs. (K)</p>	<p>1.16.1 Examines the trends, policies and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade. (K)</p> <p>1.16.2 Examines the impact of global food supply and sustainability and related factors. (K)</p> <p>1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries. (K)</p>	<ul style="list-style-type: none"> • Write policy briefs and articles related to global health issues. • Identify nutritional deficiencies in developing countries and make recommendations to meet needs. • List major food problems around the world and identify the impact to the health of the population. • Demonstrate awareness of environmental issues and government policies in procuring and exporting foods. • Identify the impact of US food related policies on other countries. • Identify the role of dietitians in other countries. 	<p>Case studies, literature review, paper, presentation, study abroad</p> <ul style="list-style-type: none"> • Trace food to market, identifying the energy costs at each step. • Present and discuss a news article/story on global nutrition. • Write a report on a selected developing country, include the country's health statistics, particularly nutritional aspects, and aspects related to agriculture, disease incidence and prevalence pertinent to the country.

GP Unit 2: Client/Patient Services

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>2.1* Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)</p>	<p>2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D)</p> <p>2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness, and lifestyle management. (D)</p> <p>2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D)</p> <p>2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate. (D)</p>	<ul style="list-style-type: none"> • Conduct an environmental scan to determine competition of related programs, services or products. • Create data collection tools (survey, focus group interview questions) to test or market new nutrition and diet product or services. • Develop an instrument for analyzing an existing product, program or service. • Create an evaluation tool (e.g., patient/client/consumer survey, outcome measures checklist). • Conduct an environmental scan and SWOT analysis for a new program or service. • Create feedback surveys and conduct focus groups. • Identify required team members and stakeholders to develop and implement nutrition and food services, program or product. 	<p>Project work, community project, project development project, field placement, industry field placement</p> <ul style="list-style-type: none"> • Coordinate and manage a community event. • Write and present a proposal for a new program or service.. • Co-lead product testing focus groups. • Write a report based on program, service or project evaluation data.
<p>2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)</p>	<p>2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. (D)</p> <p>2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. (S)</p> <p>2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. (D)</p> <p>2.2.4 Prioritizes care based on results of screening considering complexity of care needs. (D)</p>	<ul style="list-style-type: none"> • Identify appropriate validated screening tool appropriate for the patient population. • Develop a screening tool to determine level of care and the required nutrition and dietetics professional required to meet client/patient care needs. • Coordinate community health and nutrition events. • Educate other professionals on the use of the screening tool and indicators. 	<p>Case studies, tool develop and evaluation, a simulation activity, field placement</p> <ul style="list-style-type: none"> • Develop a screening tool for high risk populations. • Organize a community health fair. • Develop and implement a needs assessment for community nutrition program. • Utilize screening tool to assess risk for malnutrition. • Identify the applicability of using a screening tool in a specific population, and/or environment. • Modify an existing screening tool based on outcome data.

GP Unit 2: Client/Patient Services

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)</p>	<p><u>Nutrition Assessment</u></p> <p>2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations. (D)</p> <p>2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. (D)</p> <p>2.3.3 Conducts a nutrition focused physical exam. (D)</p> <p>2.3.4 Takes a food and nutrition related medical history. (D)</p> <p>2.3.5 Assesses physical activity and history of physical activity. (D)</p> <p>2.3.6 Collects, assesses and interprets anthropometric measures and body composition. (D)</p> <p>2.3.7 Orders, collects and interprets biochemical tests. (D)</p> <p>2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement). (D)</p> <p>2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. (D)</p> <p>2.3.10 Determines barriers that might influence a client/patient's nutritional status. (D)</p> <p>2.3.11 Determines accuracy and currency of nutrition assessment data. (D)</p> <p>2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. (D)</p>	<ul style="list-style-type: none"> • Coordinate the nutrition care process for individuals, groups or populations. • Complete a comprehensive nutrition assessment, including a nutrition focused physical exam for clients/patients who have major or complex health and nutrition needs. • Order and interpret laboratory test to inform nutrition and supplement requirements (e.g., blood glucose, potassium, iron, cholesterol, triglycerides, serum pre-albumin, serum transferrin, total lymphocyte count, nitrogen balance). • Create a nutrition care plan based on assessment data for a wide range of clients/patients with basic to highly complex health and nutrition needs. • Consider social (e.g., live alone, family/community support), and economic factors (e.g., low income, homeless, kitchen resources) and food security, procurement and preparation that may influence the nutrition care process. 	<p>Case study, role play, return demonstration, modified triple jump, chart stimulated recall, chart review/audit, field placement</p> <ul style="list-style-type: none"> • Write examples of PES statements for clients/patients throughout the life cycle. • Determine protein intake and adequacy through food intake questionnaires and laboratory and urinalysis testing. • Create a complex nutrition care plan for patients who are newly diagnosed with diabetes/heart failure, cardiac disease, patient in ICU receiving parental nutrition therapy, patient with extensive wound care needs, homeless clients, breastfeeding mother, teenager with eating disorder.

GP Unit 2: Client/Patient Services

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>2.3 (cont.)</p>	<p><u>Diagnosis</u></p> <p>23.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. (D)</p> <p>23.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. (D)</p> <p>23.15 Prioritizes the nutrition diagnosis(es). (D)</p> <p><u>Intervention</u></p> <p>23.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. (D)</p> <p>23.17 Orders nutrition prescriptions to address nutritional goals. (D)</p> <p>23.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. (D)</p> <p><u>Monitoring/Evaluation</u></p> <p>23.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. (D)</p> <p>23.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention. (D)</p> <p>23.21 Assesses client/patient’s compliance with nutrition intervention. (D)</p>	<p>• Summarize client/patient assessment information and explain PES statement.</p> <p>• Utilize the nutrition care process with individuals to manage basic to highly complex health and nutrition needs at different stages of the lifecycle and in different environments (e.g., acute care, long-term care, rehabilitation, community, mental health facilities, grocery stores, clinics).</p> <p>• Order or modify orders for parenteral nutrition therapy, supplements and minerals and nutrition related drugs (e.g., insulin, antiemetics, pancreatic enzyme replacement therapy).</p> <p>• Determine required monitoring plan, including required diagnostic and laboratory tests, referral, frequency of nutrition and dietetic services.</p> <p>• Prescribe nutrition related drug therapy and supplements to address nutrition health needs.</p> <p>• Collaborate with the client/patient to develop and monitor the nutrition plan of care and ensure client/patient understanding.</p> <p>• Complete a follow-up client/patient assessment and identify the impact of the nutrition plan of care.</p> <p>• Identify barriers to accessing food for under-served populations, individuals with special needs (e.g., homeless individuals, elderly clients/patients, clients/patient with disabilities) and developing countries.</p> <p>• Enter billing coding.</p> <p>• Document PES statements in client/patient record to help other health professionals quickly obtain the nutrition diagnosis.</p>	<p>Case study, chart stimulated recall, chart audit, simulation, role playing, field placement</p> <ul style="list-style-type: none"> • Present a variety of case studies that include drug therapy modification or introduction as part of the nutrition plan. • During field placement make recommendations for nutrition drug therapy and write a mock order. • Create a nutrition care plan, including appropriate intervention; consider (real or mock) hospital admission data, laboratory test results, intake/output records, and the physician's progress notes. The case is followed by a series of questions that focus on pathophysiology; assessment; clinical, nutritional and behavioral outcomes; interventions; and appropriate follow-up for the patient. • Enter billing coding for case studies.

GP Unit 2: Client/Patient Services**Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.**

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
2.3 (cont.)	<p>2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others. (D)</p> <p>2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care. (D)</p> <p>2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes. (D)</p> <p>2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals. (D)</p> <p><u>Documentation</u></p> <p>2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies. (D)</p> <p>2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models. (D)</p>		

GP Unit 2: Client/Patient Services

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Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>2.4*</p> <p>Implements or coordinates nutritional interventions for individuals, groups or populations. (D)</p>	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Manages medical nutrition therapy for clients/patients. (D)</p> <p>2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management. (D)</p> <p>2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets. (D)</p> <p>2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements. (D)</p> <p>2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice. (D)</p> <p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D)</p> <p>2.4.7 Assesses audience's readiness to learn and identifies barriers to learning. (D)</p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D)</p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D)</p>	<p><u>Medical Nutrition Therapy</u></p> <ul style="list-style-type: none"> • Recommend a specific enteral and parenteral nutrition formula for complex client/patient (e.g., an unconscious patient with extensive burns). • Understand indications and contraindications for parenteral and enteral nutrition (e.g., patients with chronic pancreatitis). • Analyze evidence-based practice and clinical indicator for oral nutritional supplements. • Explain the concepts of oxidation/antioxidants to clients/patients when recommending vitamins or antioxidant supplements. • Consider potential barriers to meeting nutrition goals (e.g., health literacy, finances, mobility/disability, food accessibility, cultural differences, social support). <p><u>Education</u></p> <ul style="list-style-type: none"> • Apply educational theories and principles for both adult and child learning. • Select appropriate educational materials based on audience and needs. • Create education materials using a variety of modes (paper, electronic, verbal) and delivery methods (online, telehealth, group and individual session, radio / TV broadcast). • Create education materials at appropriate reading levels. • Give presentation to a diverse audience. • Create written pre-and post-tests for the target population. • Create or adjust existing materials to support culturally sensitive education. • Consider the population's/audience's literacy level, age, deficient(s), and readiness to learn. • Develop education evaluation methods, analyze results and make appropriate changes. 	<p>Case studies, chart stimulated recall, modified triple-jump assessment, field placement</p> <ul style="list-style-type: none"> • Recommend and write a mock order for medial nutrition therapy. • Refers client/patient to physician to diagnose and initiate diabetic protocols. <p>Case studies, modified triple-jump assessment, presentation, project work, role playing, simulation, research project, self-assessment exercises, field placement</p> <ul style="list-style-type: none"> • Teach adolescents skills essential for making dietary change and provide information on how to sustain behavior change. • Teach a nutrition class specific to a health condition to non-nutrition students. • Prepare and present a nutrition class at a school or community program for child of different age. Modify the education and

<p>2.4 (cont.)</p>	<p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience. (D)</p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D)</p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. (D)</p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy. (D)</p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. (D)</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy. (K)</p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship. (K)</p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques. (K)</p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required. (D)</p> <p>2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice. (D)</p>	<ul style="list-style-type: none"> • Create and present a workshop or education session to a community group. • Develop education materials to support a public health and global health issue. <p><u>Psychological Counseling and Therapies</u></p> <ul style="list-style-type: none"> • Implement counseling strategies to promote behavioral change • Counsel clients/patients on healthy lifestyles and weight management using various counseling techniques. • Use motivational interviewing skills to obtain food and nutrition practices of a patient and promote behavior change. • Identify psychotherapy approaches (psychoanalysis, psychodynamic therapies, behavior, cognitive, humanistic therapy, integrative therapy). • Provide nutritional counseling and psychological therapy modalities (e.g., behavioral and cognitive therapy) to increase awareness of patterns of thinking and the impact of healthy eating habits and eating behaviors on nutritional and mental wellness. • Define transference and countertransference in the therapeutic relationship; and recognize possible situations when this may occur in the nutrition and dietetic therapeutic relationship. • Refer client/patient to psychiatrist when acute mental health needs are identified (e.g., psychosis). 	<p>presentation based on age.</p> <ul style="list-style-type: none"> • Counsel clients/patients on healthy lifestyle and weight management using various counseling techniques. • Create a nutrition care plan which includes behavior modification to address eating disorder (e.g., anorexia nervosa, bulimia nervosa, binge eating disorder). • Review evidence-based literature related to eating disorders and identify evidence-based psychotherapy modalities: the different indications, risks, contraindications, benefits and limitations.
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GP Unit 2: Client/Patient Services

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>2.5* Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)</p>	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy. (S)</p> <p>2.5.2 Demonstrates awareness of food and drug interactions. (S)</p> <p>2.5.3 Assesses client/patient factors to determine the client/patient's indication for the nutrition-related pharmacotherapy. (S)</p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy. (S)</p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes. (S)</p> <p>2.5.6 Prescribes, recommends and administers nutrition related pharmacotherapy adhering to the professional standards and evidence-informed practice. (S)</p> <p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing. (S)</p> <p>2.5.8 Applies the principles of safe drug administration. (S)</p> <p>2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments. (S)</p>	<ul style="list-style-type: none"> • Assess the need for prescribing a nutrition related drug therapy considering drug factors: indication, interactions, contraindications, benefits, risk, dose, duration and frequency; and client/patient factors: health and medication history, disease state, laboratory values and the appropriateness of the drug before prescribing or recommending drug therapy. • Review laboratory results to support decision related to prescribing and/or recommending nutrition related drugs. • Demonstrate understanding of the scope of practice legislation and organization policies related to RDs prescribing and recommending nutrition-related drug therapy. 	<p>Multiple choice examinations, case studies, chart simulated recall, modified triple jump, learning lab, field placement</p> <ul style="list-style-type: none"> • Case study or field work - Use the elements of blood glucose, nutrition intake, activity and health status to make modifications to prescribed diabetes medications. • Prescribe digestive aids for a client/patient undergoing bariatric surgery, following an established protocol or directive from the surgeon. • Prescribe iron supplements to a prenatal client/patient. • Administer B12 injections to a client/patient with long-term history of B12 deficiency, using appropriate technique (Intermuscular, z-track method).

GP Unit 2: Client/Patient Services**Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.**

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
2.5 (cont.)	2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice. (S)		

GP Unit 3: Food Systems Management

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstrated/Assessment
<p>3.1* Directs the production and distribution of quantity and quality of food products. (D)</p>	<p>3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. (D)</p> <p>3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. (D)</p> <p>3.1.3 Communicates the organization's mission and how work activities impact the services and organization. (D)</p> <p>3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. (D)</p> <p>3.1.5 Implements systems to report on local, state and federal compliance. (D)</p> <p>3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. (D)</p> <p>3.1.7 Establishes a culture that is ethical and free of safety and health hazards. (D)</p> <p>3.1.8 Investigates and optimizes opportunities to reduce the environmental impact of foodservice operations and to enhance sustainability. (D)</p>	<ul style="list-style-type: none"> • Prepare an evaluation of the production and distribution processes and make recommendations for improvements. • Review organizational policies and make recommendations for modifications. • Collect data and recommend changes based on outcome data. • Create an evaluation tool to help staff evaluate productivity and safety; make recommendations based on outcome data. • Design a kitchen considering, safety, workflow, productivity, budget etc. • Take steps in a known kitchen to reduce carbon footprint. • Create a new meal plan, including budget, for a large organization. 	<p>Project work, course work, mock policies, role play, review, field placement, case studies</p> <ul style="list-style-type: none"> • Direct the production and service of a capstone meal. • Develop new policies and education materials to address safety issues, incorporating HACCP principles. • Create a new menu for a large employee cafeteria. • Conduct a mock kitchen inspection. • Prepare staff education materials to support implementation of new processes and policies. • Create mock budget for foodservice department.
<p>3.2* Oversees the purchasing, receipt and storage of products used in food production and services. (D)</p>	<p>3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices. (D)</p> <p>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. (D)</p> <p>3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations. (D)</p> <p>3.2.4 Acts as a departmental and organizational liaison between contractual parties involved. (S)</p>	<ul style="list-style-type: none"> • Identify evaluation criteria or measures for the technical and equipment resources needed for foodservice in a variety of settings (hospital, long-term care, industry, community). • Create an operational plan including a budget for purchasing of food and supplies. • Complete a purchase order requisition and direct staff to manage food delivery. • Conduct a review of the inventory and storage; identify problem issues (e.g., waste, shortage, safety, lack of availability); make recommendations; and communicate changes. • Identify ethical dilemmas related to the management of resources and ensure safety and appropriate delivery of food. • Identify valuable internal and external resources (staff, food producers/suppliers). 	<p>Project work, case studies, field placement</p> <ul style="list-style-type: none"> • Present students with ethical case studies that address staff reduction, organizational restructuring, merging services or organizations. Student weighs the pros and cons of several options to manage the situation. • Present ethical cases to students and allow class debate on how to manage the situation.

GP Unit 3: Food Systems Management

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstrated/Assessment
<p>3.2 (cont.)</p>	<p>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation. (K)</p> <p>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. (D)</p> <p>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. (D)</p>	<ul style="list-style-type: none"> • Identify potential local, national and international foodservice suppliers. • Modify an existing supplier contract incorporating the terms related to the required goods and services. • Trace a food product from back dock to serving area, noting Critical Control Points. 	<ul style="list-style-type: none"> • Create and present a plan to identify and establish internal and external suppliers/partners (including local/community, national and international suppliers). • Modify an existing supplier contract relevant to the required goods and services.
<p>3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)</p>	<p>3.3.1 Maintains currency in and follows applicable legislation and guidelines. (D)</p> <p>3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization’s mission and policies. (D)</p> <p>3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. (D)</p> <p>3.3.4 Takes into consideration food allergies when preparing menus and foods. (D)</p>	<ul style="list-style-type: none"> • Review, compare and establish organizational policies to identified relevant legislation and guidelines. • Use food safety and sanitation principles in the inspection of the production and service of food. • Identify food safety violation, develop a plan to address vulnerabilities, and develop staff education material to encourage compliance with polices, guidelines and legislation. • Develop a safety plan for disasters (e.g., bioterrorism, weather related, lack of supplies / resources (e.g., water, waste, electricity). • Partner with a local organization to review their policies compared to regulatory obligations, assess compliance, and vulnerabilities; make recommendations. 	<p>Project work, case studies, presentation, field placement</p> <ul style="list-style-type: none"> • Participate in an accreditation process (e.g., Joint Commission, CMS) • Create a disaster plan for a water or world food shortage (e.g., wheat).
<p>3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)</p>	<p>3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. (K)</p> <p>3.4.2 Understands the local and global food markets and applicable nutrition regulations. (S)</p> <p>3.4.3 Identifies and supports partnerships with local and global food growers and producers. (S)</p>	<ul style="list-style-type: none"> • Utilize local food products, in compliance with applicable regulations, for an institutional food service by sourcing local food growers. • Identify the difference between local, regional, national and international agricultural practices and processes. • Identify the potential impact of a national, international and global disaster and disease on food production and processes. • Identify the significant agricultural trends (e.g., GMO, organic foods, gluten free) and the impact to foodservice. • Create a plan to support local and global food growers and producers. 	<p>Project work, case studies, testing, presentation, field work</p> <ul style="list-style-type: none"> • Create a project plan for the procurement process from farmer to retail, considering food safety principles and applicable legislation.

GP Unit 4: Community and Population Health Nutrition

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>4.1* Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)</p>	<p>4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D)</p> <p>4.1.2 Conducts community and population based assessments considering all relevant factors. (D)</p> <p>4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. (D)</p> <p>4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D)</p> <p>4.1.5 Interprets and uses nutrition surveillance and global health and safety data. (D)</p> <p>4.1.6 Evaluates the program using measurement indicators and outcomes. (D)</p> <p>4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. (D)</p>	<ul style="list-style-type: none"> • Assess and evaluate a current nutrition public health program; identify strengths, weaknesses, threats (e.g., sustainability, access), new opportunities or areas for improvement. • Conduct an assessment to determine the scope of project, availability of resources, intended audience needs and limitations. • Design a program to solve a nutrition related problem in the community. • List factors that influence food availability in a developing country. • Utilize current research to propose a public health/health promotion program at a facility or agency. • Search nutrition surveillance data from the CDC, WHO, and/or other government agencies or organizations to identify key health and safety issues impacted by access to food, water and nutrition. • Use health informatics and data analytics to gather population information about nutrition and health outcomes. • Collect and analyze data related to the values, beliefs, limitations and strengths of the population. • Identify the risk factors or risk conditions that the program plan will address. • Obtain data from the National Institutes of Health and national disease reporting systems, including the Centers for Disease Control and Prevention, state health departments and vital records. • Select methods and strategies for the intervention (e.g., education, information delivered by multimedia modes). • Apply for grants and/or seek funding partners. • Complete a cost analysis to develop, implement and sustain program. • Collaborate with stakeholders using data analytics in the process of data collection, extraction, transformation, analysis, interpretation and reporting. 	<p>Real or simulated community, national or international project, research, presentation, field placement</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of an existing public health or wellness program and present finding with recommendations. • Plan the implementation of a nutrition program at a school to evaluate a nutrition-related behavior. • Assess, plan, or evaluate an obesity prevention program to improve the nutritional health of low-income populations. • Evaluate a current public health hazard and management in a written paper; include recommendations for improvement and application to other public health issues. • Create a mock plan to address foodborne illness within a community, state or country. • Develop an emergency preparedness plan for community food security and participate in or coordinate the management of the situation as demonstrated during emergency drills.

GP Unit 4: Community and Population Health Nutrition

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)</p>	<p>4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations. (K)</p> <p>4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. (D)</p> <p>4.2.3 Analyzes political interests and their impact on program development, goals and objectives. (D)</p>	<ul style="list-style-type: none"> • Identify search engines to access nutrition related local, national and global legislation and regulations. • Review local, national and global legislation and establish policies for public health programs. • Identify governmental, intergovernmental and nongovernmental organizations that advocate/influence nutrition legislation and regulations that address public, population and global nutrition health. • Recall the steps to passing legislation or regulations. • Communicate nutritional implications of legislation to representatives at the local, state or national level. • Engage in individual advocacy (e.g., changing the situation for an individual) and systems advocacy (e.g., changing policy and practice at the local, national or international level; and changing the situation for groups of individuals). • Use advocacy tools to effect positive change in community-based, national and global nutrition health programs and policies (e.g., survey tools, legislative tracking/posting websites, social media outreach, email communications to stakeholders, a blog, create and delivery surveys, advocacy events). 	<p>Project work, literature review, paper, presentations</p> <ul style="list-style-type: none"> • Write a letter to a legislator promoting legislative change and awareness. • Develop an internet blog. • Respond to a call for policy consultation. • Create a proposal for a new community program, including stakeholder consultation, considering accessibility, sustainability and target audience. • Create and distribute surveys to gain awareness of advocacy issues and general sentiments. • Organize or participate in advocacy events such as press conferences, marches and advocacy days. • Engage in a practice debate defending (or arguing against) a specific nutrition legislative issue. • Write a short paper detailing the pros and cons of a specific nutrition policy.

GP Unit 5: Leadership, Business, Management and Organization

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>5.1* Demonstrates leadership skills to guide practice. (D)</p>	<p>5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation. (S)</p> <p>5.1.2 Demonstrates understanding of social cues and team dynamics. (K)</p> <p>5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D)</p> <p>5.1.4 Develops conversational and interpersonal skills. (D)</p> <p>5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (D)</p> <p>5.1.6 Understands the mentoring role and practices mentoring and precepting others. (D)</p>	<ul style="list-style-type: none"> Engage in situational leadership, personality, generational learning and learning style activities to understand group dynamics and personal preferences and skills. Recognize different communication strategies and personality styles in the individuals on their team and how it impacts performance. Participate in an interprofessional project, initiative or a committee. Demonstrate conflict management skills. Demonstrate understanding of the phases of team dynamics (forming, storming, norming and performing). 	<p>Self-reflective/assessment exercise, case studies, role play, field placement</p> <ul style="list-style-type: none"> Lead a group project. Other students evaluate leadership skills and team productivity. Identify all four stages of the team dynamics. Observe several team meetings and note different leadership styles and the impact on team dynamics. Lead or engage in a team building exercise. Mentor a first-year student.
<p>5.2* Applies principles of organization management. (D)</p>	<p><u>Planning</u></p> <p>5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. (D)</p> <p>5.2.2 Aligns plans with the organizational strategic plan, mission and vision. (D)</p> <p><u>Organizing</u></p> <p>5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. (D)</p> <p>5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. (D)</p> <p>5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. (D)</p>	<p><u>Planning</u></p> <ul style="list-style-type: none"> Develop an operational plan for an organization that includes a budget and staff resource allocation. Develop criteria or measures to evaluate the plan, aligned to organization’s strategic plan, mission and vision. <p><u>Organizing</u></p> <ul style="list-style-type: none"> Identify key staff members and their scope of practice in a variety of practice settings. Utilize principles of organization management, prepare tools and documents for use in operation of a nutrition services program (e.g., job description, work schedules, quality assurance standards and monitoring tools and performance evaluations.) Develop performance review templates with measures mapped to organizational strategic plan. Participate in multi-department team meetings; recognize the impact of the different department cultures. 	<p>Case study, project work, role play, group projects, field placement.</p> <ul style="list-style-type: none"> Conduct a mock accreditation audit. Review a current budget and assign required budget changes. Require student to reallocate and trim budget accordingly. Conduct a mock interview using behavior-based methodology. Lead a team building activity. Develop and implement a project using management principles to achieve the project goals and objectives. Conduct a risk assessment for each project. Conduct a SWOT analysis for the development of a new program, services or product. Complete a project using FOCUS-PDCA, Lean Six Sigma or other PI/QI

GP Unit 5: Leadership, Business, Management and Organization

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>5.2 (cont.)</p>	<p>5.26 Takes into consideration individual and organizational culture and behaviors when planning and managing. (D)</p> <p><u>Management</u></p> <p>5.27 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. (D)</p> <p>5.28 Integrates change management theories and conflict resolution skills to manage and promote positive change. (S)</p> <p>5.29 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. (D)</p> <p>5.210 Understands and respects roles and responsibilities of inter professional team members. (D)</p> <p><u>Controls</u></p> <p>5.211 Collects, understands and analyzes financial data to support fiscally responsible decision making. (D)</p> <p>5.212 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. (D)</p> <p>5.213 Analyzes components of a productivity system including units of service and work hours and makes recommendations. (D)</p> <p>5.214 Sets controls to analyze the progress and effectiveness of the operational plan and budget. (D)</p> <p>5.215 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. (D)</p>	<p><u>Management</u></p> <ul style="list-style-type: none"> • Develop an education or remediation plan to ensure staff maintain and meet competence. • Apply change management theories and principles when implementing or promoting organization or department change (e.g., merging departments or organizations, staff workload changes, implementation of new services, equipment, products, change in client/patient population). • Demonstrate interviewing skills by engaging in the hiring process. • Develop a staffing schedule. • Address staff or organizational conflict by identifying the potential source(s) of the conflict, required communication skills, and potential resolution. <p><u>Controls</u></p> <ul style="list-style-type: none"> • Identify department outcome measures based on department goals and organizational strategic plan. • Conduct a cost benefit analysis on food service operation. • Conduct a review and analysis of monthly expenditures and budget for a food service operation. • Analyze department statistics (e.g., client/patient satisfaction surveys, department/organizational goals) against benchmark. • Participate in an accreditation process or audit. • Assess productivity of staff against facility standard. • Make recommendations for distribution of workflow. • Conduct a job analysis of operations and make written recommendations for improved productivity through improved time management. • Identify factors affecting the cost of producing a meal in an organization (e.g., school, hospital). • Create production schedule. • Conduct a personal time management study; assess outcomes and create a change plan. • Develop and implement quality improvement activities in a nutrition program; recommend changes to improve quality of services; create an implementation plan. 	<p>methodology. Present the project (e.g., poster, presentations, paper).</p>

GP Unit 5: Leadership, Business, Management and Organization

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>5.2 (cont.)</p>	<p>5.216 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met. (D)</p> <p><u>Time Management</u></p> <p>5.217 Applies principles of time management to monitor and enhance personal productivity and productivity of others. (D)</p> <p>5.218 Prioritizes activities to effectively manage time and workload. (D)</p> <p><u>Motivation and Recognition</u></p> <p>5.219 Promotes team involvement and values the skills of each member. (D)</p> <p>5.220 Models behaviors that maximize group participation by consulting, listening and communicating clearly. (D)</p> <p>5.221 Takes innovative approaches to build support and maintain a diverse workforce. (D)</p> <p>5.222 Coaches and advises team leaders on resolving differences or dealing with conflict. (D)</p>	<p><u>Time Management</u></p> <ul style="list-style-type: none"> • Measure productivity and ability to meet established organizational goals based on established criteria. • Meet assignment and project timelines. <p><u>Motivation and Recognition</u></p> <ul style="list-style-type: none"> • Lead or participate in team building activities • Identify key staff members and their scope of practice in a variety of practice settings. 	
<p>5.3*</p> <p>Applies project management principles to achieve project goals and objectives. (D)</p>	<p>5.31 Leads the development and completion of a project plan and budget. (D)</p> <p>5.32 Identifies the project strengths, weaknesses, opportunities and threats. (D)</p> <p>5.33 Identifies and manages potential and real risks to the plan, individuals or organization. (D)</p> <p>5.34 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions. (D)</p>	<ul style="list-style-type: none"> • Develop and implement a project using management principles to achieve the project goals and objectives. • Use a variety of project management tools (e.g., Charter, Project Plan, Gantt Chart, Stakeholder Analysis). 	<p>Project work, group work, project work, field work</p> <ul style="list-style-type: none"> • Create a project plan for a research project or course project. • Lead a stakeholder analysis session with project team members.

GP Unit 5: Leadership, Business, Management and Organization

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>5.4 Leads quality and performance improvement activities to measure evaluate and improve a program services products and initiatives(D).</p>	<p>5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice. (D)</p> <p>5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions. (D)</p> <p>5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitors impact. (D)</p> <p>5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement. (D)</p> <p>5.4.5 Applies change management theories and principles to effectively implement change. (D)</p>	<ul style="list-style-type: none"> Engage in Quality Improvement process activities. Strategize to correct deviation from established goals. Develop a business plan, performance metrics and the measures that will aid in determining achievement of the goals. Conduct a financial feasibility study and make recommendations for improvement, following the strategic goals. Develop and implement risk management plans for nutrition programs. Complete a SWOT (Strengths, Weaknesses, Opportunities, Threats), Focused PDCA (Plan, Do Check, Act), or Lean analysis. 	<p>Project work, course work, group activity, field placement</p> <ul style="list-style-type: none"> Create a continuous quality improvement plan that studies production indicators and analyzes the results with respect to established goals. Complete a risk analysis for a new program, service or product. Create a feasibility study focused on the increase or decrease staff.
<p>5.5 Develops and leads implementation of risk management strategies and programs. (D)</p>	<p>5.5.1 Assesses potential and real risks to an individual, group and or organization. (D)</p> <p>5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization. (D)</p> <p>5.5.3 Develops risk management plans and protocols. (D)</p>	<ul style="list-style-type: none"> Create a plan to address the potential or real risks to the individual, staff, organization, community and population. Conduct a safety review or audit to ensure safety guidelines are followed. 	<p>Project work, mock or simulation, case study, field placement</p> <ul style="list-style-type: none"> Develop a safety inspections checklist or audit tool. Create a plan to address potential or real risks (e.g., food allergies, safety, breach of confidentiality, staff harassment.)

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

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>6.1 Incorporates critical thinking skills in practice. (D)</p>	<p>6.1.1 Considers multiple factors when problem solving. (D)</p> <p>6.1.2 Incorporates the thought process used in critical thinking models. (D)</p> <p>6.1.3 Engages in reflective practice to promote change and continuous learning. (D)</p>	<ul style="list-style-type: none"> • Identify a problem, including contributory factors and assess multiple solutions and outcomes. • Weigh benefits and disadvantage of potential options and rationale actions. • Reflect on past experiences and relevant education to make informed decisions. • Problem solve with clients/patients whose needs are complex. • Assimilate, analyze and interpret data from various sources and make a decision and a plan. • Analyze data related to a critical incident and develop options to manage the situation and to reduce future risks. • Identify own strengths and areas for improvement; complete a plan to address the identified needs. • Consider a nutrition problem (e.g., obesity, poor calcium intake, unsafe food served at a facility); develop solutions to this problem that take into account viewpoints and positions of various stakeholders. • Consider the arguments for and against exposing a colleague/classmate engaged in unethical behavior. Develop recommendations on this issue that could serve as a guide for others. 	<p>Critical thinking is assessed in all papers, course work, case studies, self-reflection, projects, nutrition care plans, field placement</p> <ul style="list-style-type: none"> • Write a reflective practice exercise related to critical thinking and problem solving (e.g., Identify the problem, what were the contributing factors, why is this an important problem, how will the problem and solutions affect client/patient care, what policies or legislation did you consider). • Interview several different leaders, compare leadership skills and complete a self-assessment to identify desired leadership characteristics. • Complete bio-ethics case studies. • Review a case study involving a client in a complex situation or managing a complex disease/health issue, identify relevant data, problem and options and recommendations. • Review and contemplate the effect of making schedule changes on the running of a department. • Write a literature review. • Write a manuscript.

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

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>6.2* Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)</p>	<p>6.2.1 Identifies, explains and applies the steps of the scientific method and processes. (D)</p> <p>6.2.2 Articulates a clear research question or problem and formulates a hypothesis. (D)</p> <p>6.2.3 Identifies and demonstrates appropriate research methods. (D)</p> <p>6.2.4 Interprets and applies research ethics and responsible conduct in research. (D)</p> <p>6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. (D)</p> <p>6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). (D)</p> <p>6.2.7 Translates and communicates research findings and conclusions through a variety of media. (D)</p>	<ul style="list-style-type: none"> • Design a study including research question, analysis plan and IRB submission; complete study and enter and analyze data. • Assess research articles and formulate educated decisions. • Read journal articles, analyze, summarize and draw a conclusion. • Interpret a piece of research to a lay audience. • Create a detailed research design and submit for ethics board approval. • Identify a research project and methodology; follow research protocols. 	<p>Research project, literature search, presentation</p> <ul style="list-style-type: none"> • Conduct a research project, write report and present finding to the group. • Review research and organizational guidelines when developing teaching goals and objectives for an education program. • Develop and submit an IRB application. • Present a research poster or abstract and defend conclusions. • Write and submit manuscript for a publication. • Develop an annotated bibliography.

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

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

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>6.3 Applies current research and evidence-informed practice to services. (D)</p>	<p>6.3.1 Uses research terminology when communicating with other professionals and publishing research. (D)</p> <p>6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information. (D)</p> <p>6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. (D)</p> <p>6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning. (D)</p>	<ul style="list-style-type: none"> • Implement a change in a nutrition program based on research and/or evidence based practices; support and justify the decision to change. • Dispel myths using scientific / evidence-informed information. • Interpret, perform and analyze nutrition research and translate research to the public or communicate in the scientific journal. • Examine other research projects and their analyses. • Design research and incorporate/utilize appropriate statistical analysis. • Critically evaluate and read research. • Create a nutrition plan of care based on evidence-based literature and evidence-informed practice. • Apply research and evidence-informed practice when planning a community, national or global nutrition plan. 	<p>Course work, oral defense, papers, patient/client education materials, research project, presentation, analysis of other research</p> <ul style="list-style-type: none"> • Review a published research article and identify the implications to practice or to a client/patient population. • Develop an educational hand-out on a clinical nutrition topic related to evidence-based literature. • Create a hand-out (cheat sheet) for a professional use in clinical practice. • Conduct a peer review of another student research paper. • Create PowerPoint analyzing and comparing/contrasting two studies. • Communicate the research methods and results to others. • Analyze the food journal of a client with diabetes for protein and carbohydrate intake and make dietary recommendations based on the interpretation of the client's food journal and blood glucose monitoring results.

GP Unit 7: Core Professional Behaviors

Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
<p>7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)</p>	<p>7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D)</p> <p>7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. (D)</p> <p>7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. (D)</p> <p>7.1.4 Applies client/patient-centered principles to all activities and services. (D)</p> <p>7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. (S)</p> <p>7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D)</p> <p>7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. (D)</p> <p>7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. (D)</p>	<ul style="list-style-type: none"> • Demonstrate understanding of Continuing Competence. • Set SMART (specific, measurable, achievable, relevant, time-based) goals based on feedback from preceptors, peers and/or clients/patients. • Attend ongoing trainings, seminars and webinars to keep abreast in the field of nutrition and be competent. • Complete a self-assessment of own knowledge, skill and judgment. • Consider and incorporate personal experiences. • Incorporate client's/patient's needs and wishes in the nutrition care plan. • Demonstrate understanding of mandatory reporting obligations (e.g., child or elderly abuse, professional misconduct). • Accept responsibilities and accountability for own actions and decisions. • Recognize and maintain professional boundaries; demonstrate an understanding of transfer and counter transference. • Critically evaluate ethical situations and manage ethical dilemma. • Understand bioethics and health case law; and the implications to practice. • Apply principles of informed consent process to ensure the client/patient can accept or refuse services. • Demonstrate understanding of privacy and confidentiality legislation and organizational policies. • Obtain client/patient consent for the collection, use, and disclosure of personal information. • Demonstrate understanding of confidentiality laws and regulations such as the Health Insurance Portability and Accountability Act (HIPAA). 	<p>Course work, self-reflection/assessment activities, CDR Professional Development Portfolio, case study, project work, field placement</p> <ul style="list-style-type: none"> • Research state and CDR licensure and recertification requirement. • Review ethical case studies and identify the ethical behaviors presented in the case (trust, respect, accountability etc.). • Review current legal cases and identify the impact to ethical practice (e.g., confidentiality, right to life) • Review case studies that present an ethical dilemma, weigh the pros and cons of the situation and make recommendations for managing the situation. • Complete a self-reflective exercise to identify one's own beliefs and values, and how these attributes impact professional relationships and practice. • Complete a learning module on the topic (confidentiality, privacy, HIPAA).
<p>7.2 Uses effective communication, collaboration and advocacy skills. (D)</p>	<p>7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D)</p> <p>7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. (D)</p> <p>7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. (D)</p>	<ul style="list-style-type: none"> • Communicate in a clear, effective and respectful manner. • Select mode of communication to meet the needs of the audience. • Identify and address barriers to communication. • Adapt communication styles to meet the needs of diverse individuals, groups and populations. • Ensure timely, clear, accurate and valid documentation using correct spelling and grammar. • Demonstrate proficient use of nutrition informatics. • Demonstrate networking skills to build liaisons. 	<p>Role play, case studies, prepare education materials, presentations, field placement, chart review</p> <ul style="list-style-type: none"> • Mentor a first-year student. • Speak with a legislator. • Attend a legislative assembly meeting/event. • Conduct an in-service. • Conduct a chart review with a preceptor.

GP Unit 7: Core Professional Behaviors**Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.**

Competencies	Performance Indicators	Learning Activities and Practice Illustrations	Demonstration/Assessment
7.2 (cont.)	7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)	<ul style="list-style-type: none">• Understand the mentoring role and practice mentoring others.• Communicate to others the role, scope of practice, areas of expertise and value of the RDN and NDTR.• Lead and participate in advocacy activities to change or promote new legislation and regulation.	<ul style="list-style-type: none">• Write a blog post related to nutrition and dietetic advocacy.