

*"Excellent dietetic practice in
the interest of Ontarians."*



*'L'excellent exercice diététique
dans l'intérêt des Ontariens et
Ontariennes.'*

COMPLETING Your COMPETENCY SUBMISSION (Entry-Level Competencies)

Attainment of the *Competencies for the Entry-Level Dietitian* (1996 DC) is a requirement for registration with the College. Your submission must address all of the Competency Statements. You are encouraged to consider these when planning courses, assignments and practicum/practical training experiences. CDO does not grant prior approval to practicum or practical training programs.

This information will help you in preparing your competency submission, which is an important part of your application to the College of Dietitians of Ontario. It also helps you to prepare for the Canadian Dietetic Registration Examination (the Exam). Reflecting on the activities in which you engaged to attain the competencies will help you to describe them effectively. This will require *attention to detail* and *clear* language. A dietitian who has supervised your dietetic training may be able to assist you in wording your activity descriptions to clearly demonstrate your attainment of the competencies.

An IMPORTANT Word about the Competencies

The Competencies are divided into **four groups** (1A, 1B, 2A, 2B) according to their importance and how frequently the dietitian performs them. This is reflected on the Exam by the proportion of questions based on each Group of competencies as shown below.

	1. Very/Extremely Important		2. Important	
A. High Frequency	GROUP 1-A	40-50%	GROUP 2-A	15-25%
B. Low Frequency	GROUP 1-B	30-40%	GROUP 2-B	1-10%

Directions

1. Organize your activity descriptions by group (1A, 1B, 2A, 2B).
2. The *Competency Statement* should be typed in bold at the top of the page. (see Sample Page 3)
3. Activity descriptions should be detailed not general, explicit not implied, and should explain *what* you did and *how* you did it. Description of theory obtained in courses is inadequate without description of how you applied this theory in a practical setting, which could be a simulated setting.
4. Ensure that you provide enough activities (at least two) to confirm you have attained the competency. Your description wording must be clearly linked to the *Competency Statement* or *component*. It should not be left to the Registration Committee to guess which part of your activity description relates to which part of the *Competency Statement*.
5. Any group activity description must identify *your specific contributions*.
6. It is possible for a single dietetic experience to address more than one *Competency Statement* or *Statement component*. For example, a single client interaction could encompass

competencies from all categories (Professional, Assessment, Planning, Implementation, Evaluation and Communication). Similarly, where a *Competency Statement* has several components, these could be addressed in a single client experience. (See 'TIPS', page 4) *An example of this would be the **Group 1-B Evaluation Competencies**. All of these would be done when interacting with a single client, in a given situation. Description of how you evaluated both your outcomes and process should be detailed. This would include what your evaluation was, regarding effectiveness, efficiency, client satisfaction, impact, etc.*

7. Material that supports any of your described activities (e.g. *samples* of your own work, list of references and bibliography) should be included in an Appendix separate from your Competency descriptions. Include *in your written descriptions*, an explanation of **how** the material demonstrates a contribution to your attainment of the competency. Please do not provide material that does not demonstrate some aspect of your personal achievement. (e.g. *Canada's Food Guide to Healthy Eating*)
8. The signature of the attestor should be on the same page of at least some of the activity description, not on a separate page by itself.
9. Provide a **Master List** of Attestors with the following information for each:
 - Name (printed) plus original signature
 - Degree(s) & Professional Designation (e.g. B.Sc., PhD, RD),
 - Title and/or position
 - Place of Employment (name & address)
 - Business telephone & fax numbers
10. **Type** all activity descriptions.
11. **Number** all pages of your *Competency Statement* submission.
12. Include an **Index** of the *Competency Statements* indicating the activity description(s) and page number(s) where each is addressed. (see example on page 4)
13. Include a **Summary Table** identifying your activities, where carried out (facilities attended), dates of training and name(s) of supervising dietitian(s).

Important Information about Attestations

1. The attestor's signature attests to the fact that she/he:
 - supervised the activity
 - it is accurately described and fulfills the competency requirement
 - it was performed at an acceptable standard.
2. Professional Practice competencies and all activities of a clinical nature can only be attested by the following:
 - a member of the College of Dietitians of Ontario
 - a member of another Canadian Dietetic Regulatory Body
 - a dietitian registered with the Commission on Dietetic Registration (CDR)
3. Attestors who are not registered dietitians must be individuals who possess expertise in the competency area which is recognized by the Registration Committee. The Registration Committee reserves the right to approve attestors.

It is the mandate of the Registration Committee to determine, on the basis of the written submissions, whether each competency has been fully achieved.

College of Dietitians of Ontario
Entry-Level Competencies

COMPETENCY STATEMENT:

Practices dietetics in accordance with the ethics of the profession.

Applicant: _____
(please print)

Signature _____

I demonstrated achievement of the above competency in the following way(s):

Activity # 1 Date Completed _____

Attestation

I hereby attest that I supervised this activity which is accurately described above.

Signature

Date

Reminder: Attestor's signature must be on the same page as activity description.

TIPS for Writing up Your Entry-Level Competencies

1. Keep a **Learning Diary** (sample attached) to record your activities *as you complete* them. The benefit of this tool lies in its ability to capture information chronologically, which will become the basis for your written activity descriptions. When you translate these activities effectively, your descriptions should *demonstrate* how you have met the competencies.
2. Focus your learning activities on the development of *critical thinking* and *application* and *integration* of knowledge.
3. When you are ready to write-up your competency submission, *reflect* on the information you have accumulated in your Learning Diary.
4. For each activity, ask yourself, “*Which competencies did this activity address?*”
5. When you have done this for all of your activities you are ready to “package” your information. Follow the directions on page 1. Below is an example of what part of your Competency Submission Index might look like. Organizing your activity descriptions in this way will assist the Registration Panel when reviewing your Competency Submission.

Sample of a Competency Submission Index

GROUP 1A COMPETENCIES	ACTIVITY #	PAGE #
<i>This column identifies for the Panel the specific Competencies you are addressing....</i> ↓	<i>...in these activities</i> ↓	<i>..found on these pages.</i> ↓
PLANNING		
• Establishes, with the client and appropriate others, realistic goals consistent with the assessment, ethical considerations, legislation, and policies.	#3-6	9-19
• Determines, with the client and appropriate others, measurable objectives.	# 12-13,15	26-28, 41
• Formulates, with the client and appropriate others, strategies to meet the objectives.	#12-13,15	26-28,41
• etc		
IMPLEMENTATION		
• Executes the plan by utilizing/developing resources	# 10-15	24-41
• Modifies the plan, as indicated through the monitoring process or as the result of unexpected circumstances	#10-15	24-41
COMMUNICATION		
• collaborates with clients, colleagues, agencies etc. during all phases of practice	#3-6	9-19
• uses appropriate communication channels (e.g. formal, informal, focus groups, community action	#3, 5,22	9, 12, 38
• etc		