

TIPS for Writing-up your Graduate Competencies (Clinical Nutrition)

Important to Note

1. The key elements in each competency statement are **bolded**. Ensure you have provided *description* and *detail* for *all* elements in your activity write-ups. This usually requires several activity descriptions. It is rare that a single activity will suffice. Include at least two but no more than four activity descriptions for each competency statement.
2. Competencies that involve *application* must detail your activities in such ways that clearly demonstrate your ability to apply the required knowledge or skills. It is inadequate to state for example, “*I developed, implemented and evaluated the following nutrition programs.....*” Evidence (description) of what you did and how you did it must be detailed. You cannot rely on just stating, “*I did it.*”
3. An effective way for you to capture the required information is to *reflect* on your experience and to provide some of that reflective commentary in your written description.
4. Refer to the *GRADUATE COMPETENCY REQUIREMENTS* document for sample activities and examples of *evidence* required by the Panel.

Avoid these Pitfalls

1. all elements of the competency statement are not addressed in the written description
2. inadequate number of activity descriptions submitted to confirm competency
3. written submission deals in generalities, lacking in substance and/or detail
4. written submission lacks objective description of the activity and states essentially, “*I did this.*”
5. attester’s signature is on a separate page from activity description
6. attester is not a registered dietitian or an individual with recognized expertise
7. the attesting dietitian’s ability to have supervised all aspects of the activity described is questionable for some reason (e.g. timing, location, multiple sites involved)

Some Helpful Considerations

N.1 **Apply knowledge** of the **role of nutrition** in the **etiology and pathophysiology of human disease** states to **develop, implement and evaluate therapeutic nutrition care plans** for patients.

- how did you apply your knowledge of how nutrition contributes to disease?
- what **diseases** of patients did you deal with?
- have you described **how** you developed, implemented nutrition care plans?
- what did your **evaluation** show?

N2. **Assess** the nutritional **status** and **needs** of patients by evaluating **pertinent** anthropometric, biochemical, dietary, pharmaceutical, and psycho-social **data**.

- have you identified the status./needs of **several patients**?
- have you provided evidence of your **personal interpretation** of the data?
- have you provided support confirming your interpretations were **accurate**?

<p>N3. Develop therapeutic nutrition care plans to meet the identified needs of patients by using appropriate foods and/or special nutrition products (e.g. enteral and/or parenteral formulae).</p> <ul style="list-style-type: none"> ▪ have you included care plans for several patients? ▪ what needs have you identified? ▪ how have you confirmed your choices of products is appropriate?
<p>N4. Implement and monitor therapeutic care plans and make appropriate adjustments in response to changes in the patient's medical/surgical management</p> <ul style="list-style-type: none"> ▪ have you clearly described adjustments you made? ▪ have you describe care plans for several conditions? ▪ why were adjustments necessary? ▪ have you provided the time sequence confirming your ongoing monitoring? ▪ have you described the impact of your adjustments to the care plans on the client(s)' outcome?
<p>N5. Evaluate the effectiveness of therapeutic care plans and document whether nutrition goals were met.</p> <ul style="list-style-type: none"> ▪ have you described how you determined the effectiveness of you care plans? ▪ have you included the nutrition goals? ▪ what form did your documentation take? could you provide a sample? (maintain confidentiality) ▪
<p>E.1 Apply principles of education and counselling in the instruction of normal and therapeutic nutrition to patients/clients.</p> <ul style="list-style-type: none"> ▪ what education principles did you identify? ▪ does you description describe adequately how you applied these? ▪ have you included applications of both normal and therapeutic examples?
<p>E.2 Apply principles of education and counselling in the development of teaching materials and resources.</p> <ul style="list-style-type: none"> ▪ have you identified the education principles? ▪ have you described how you applied these principles in developing your material? ▪ could you provide samples of material in several stages of development? ▪ describe how you developed the material, i.e. what steps did you follow?
<p>C1. Apply written and oral communication skills to all aspects of clinical nutrition services (e.g., counselling, discussions at rounds and meetings, writing chart notes, etc.)</p> <ul style="list-style-type: none"> ▪ how does your description provide evidence that your communication skill was <i>effective</i>? ▪ what nutrition services were involved? ▪ does your description include communication skills used in various settings?
<p>M1. Be familiar with the role of institutional food service departments in the provision of food to patients.</p> <ul style="list-style-type: none"> ▪ have you described the role adequately to confirm good understanding ?
<p>M2. Apply knowledge and skills of human resources management to the provision of clinical nutrition programs.</p> <ul style="list-style-type: none"> ▪ what human resources did you manage? ▪ how did this impact on the clinical nutrition programs? ▪ what evidence can you include to confirm your management was effective?

M3. **Apply** knowledge and skills of financial management to the administration of clinical nutrition programs.

- have you describe your budget process
- what nutrition services were involved?
- could you describe how you interpreted financial data in order to manage a research project?
- ‘*strong understanding*’ of the process does not demonstrate ability to apply the skills needed to carry out the process.
- an ‘*extensive review of the literature*’ is not an application of this competency

M4. Be aware of the process of making recommendations to administrators, on nutrition policies, program plans, staffing and operation requirements.

- have you described the process in specific terms?
- if you only observed a dietitian, what did the dietitian do?
- could you describe a scenario where not making such recommendations could have negative impact, and how you would avoid such a result?

P.1 **Practice** dietetics in accordance with the **CDA Code of Ethics**, 1987.

- have you included several examples of your experience that illustrate several aspects of the Code of Ethics?
- could you use simulated situations to illustrate how you would behave in a given situation?
- providing a copy of the Code, reading the Code, watching others practice in accordance with the Code etc. do not demonstrate you have met this competency

P.2 **Evaluate** personal **strengths** and **limitations** in practising dietetics.

- have you identified situations in which you evaluated yourself?
- what strengths and limitations did you identify?
- what action did/would you take following your evaluation?
- it is not enough to provide someone **else’s** evaluation unless you can compare your own evaluation to this

P.3 Demonstrate **personal behaviour** which **complements** the performance of **professional responsibilities**.

- what professional responsibilities have you identified?
- what personal behaviours have you identified?
- this requires *reflection* on your experiences

P.4 Use **research techniques** and **findings** to **advance community dietetics**.

- what research techniques and findings did you identify?
- did you describe what the research was comprised of?
- what did you do with the findings?
- how does this ‘advance’ community dietetics i.e. what benefit? for whom?