**Master List of Competencies**

The Master List of Competencies is your official record of attainment of the [Integrated Competencies for Dietetic Education and Practice](https://www.collegeofdietitians.org/resources/standards/competencies/integrated-competencies-for-dietetic-education-and-practice-%282020%29.aspx) (ICDEP) version 3.0. This summary document is submitted to the College with your application.

**Bring/have access to this document at each placement, it may be completed electronically.** All supervisors must sign this one document. Do not submit multiple copies of the Master list of Competencies.

At the end of each placement, identify any performance indicators that are evaluated with a rating of “C” (Competent) on the [**Placement Evaluation**](http://www.collegeofdietitians.org/resources/registration/independent-practicum/placement-evaluation-form.aspx) **Form** and ensure that your supervisor also signs off on that same performance indicator in the Master List of Competencies.

It is expected that students will progress towards entry-level proficiency during their Independent Practicum. A rating of ”C” (competent) is expected by the end of the practicum for all of the performance indicators required with “D” (Does) or “SH” (Shows How) in the [Integrated Competencies for Dietetic Education and Practice (ICDEP)](https://www.collegeofdietitians.org/resources/standards/competencies/integrated-competencies-for-dietetic-education-and-practice-%282020%29.aspx) version 3.0 (2020) for assessment during the practicum. For the three “SH” (Shows How) performance indicators under the practicum column of the ICDEP, simulated activities may be used to demonstrate achievement at the competent level.

The ICDEP defines **Entry-Level Proficiency** as:

*Entry-level dietitians apply approaches consistent with standards and best practices in the profession. They recognize situations beyond their capacity and take appropriate steps to ensure such situations are addressed safely and ethically*.

**Practice Competencies (PCs)** the minimum set of practice abilities that dietitians are expected to possess at the point of initial registration, enabling their entry to practise.

**Performance Indicators (PIs)** the manner in which possession of the practice competency is demonstrated and assessed.

**ICDEP Practicum Performance Standards Definitions:**

***Shows How* (SH)** - assessment takes place in an artificially constructed setting, designed to simulate an aspect of practice but not involving the actual practice environment. This might involve direct or indirect observation of performance in situations such as Objective Structured Clinical Evaluation (OSCE), skill station, laboratory, role playing, demonstration of skills with a standardized patient, participating effectively in teamwork with fellow candidates, problem-based learning, etc. PI language at the *Shows How* level is framed around situation-specific action verbs that require cognitive, affective, and psychomotor activity.

***Does* (D)** - assessment, which focuses on observation of a candidate’s cognitive, affective, and psychomotor behaviour in a setting that involves actual dietetic practice. This might involve direct or indirect observation of performance in situations such as chart reviews, behaviour-based interviews, development of resources or reports, oral presentations, reflective practice exercises, chart-stimulated recall, capstone project, direct interactions with clients/patients, system partners, or team members.

**Evaluation/Rating Guidance for Independent Practicum Students and Supervisors:**

**Exposure/Discussion (E)** – describes experiences at the exposure level only. Students may have observed activities but not performed them independently. Activities are rule-driven, and students at this stage may require significant supervision or prompting to include pertinent components and avoid errors. Extended periods of time may be required to complete tasks.

**Supervised (S)** – describes experiences at the “hands-on” level but with direct supervision. Activities are primarily directed by the supervisor and the student may require coaching to identify relevant data. Students work within defined policies and procedures and can exercise judgment within preset boundaries. Students may require significant direction when rules do not apply. Coaching and supervision are still required to support them in recognizing and preventing errors. Extended periods of time may be required to complete tasks.

**Minimal Supervision (M**) – describes experiences at the “hands-on” level requiring only minimal supervision. Students may identify the most relevant details but may still lack efficiency and flexibility and seek direction when appropriate. Although accuracy is improved students may still require assistance prioritizing to complete tasks.

**Competent (C) –** describes experiences at the “hands-on” level to generally recognized standards of the profession. Although task completion may still be somewhat slower, the student presents no threat to the public, and is able to prioritize activities to achieve goals and established outcomes within a reasonable timeframe, with accuracy and with little or no prompting required from the supervisor.

 **Note: All Performance Indicators must be demonstrated at the “D” (Does) level unless otherwise indicated.**

| **Competency and Associated Practicum Performance Indicators** | **Date Competent Rating Demonstrated** | **Signature of Supervisor** |
| --- | --- | --- |
| **2. Professionalism and Ethics** |
| ***Dietitians use professional, ethical and client-centered approaches, to practice with integrity and accountability*** |
| **2.01 Practice within the context of Canadian diversity** |
|  |  | d | Identify structures that impact health equity and social justice |  |  |
| **2.02 Act ethically and with integrity** |
|  |  | a | Treat others with respect |  |  |
|  |  | b | Act in a manner that engenders trust |  |  |
|  |  | c | Act in accordance with ethical principles |  |  |
|  |  | d | Accept accountability for decisions and actions |  |  |
|  |  | e | Act in a manner that upholds the reputation of the profession |  |  |
|  |  | f | Maintain professional boundaries |  |  |
| **2.03 Practice in a manner that promotes cultural safety**  |
|  |  | a | Act with sensitivity and humility with regard to diverse cultural groups |  |  |
|  |  | e | Act with awareness of how one's own biases, beliefs, behaviours, power and privilege may affect others |  |  |
| **2.04 Employ a client-centred approach**  |
|  |  | b | Ensure informed consent  |  |  |
|  |  | c | Identify client perspectives, needs and assets |  |  |
|  |  | d | Engage client in collaborative decision making |  |  |
|  |  | e | Maintain client confidentiality and privacy |  |  |
| **2.05 Practice according to legislative, regulatory and organizational requirements**  |
|  |  | d | Adhere to regulatory requirements |  |  |
|  |  | e | Comply with organizational policies and directives |  |  |
| **2.06 Ensure appropriate and secure documentation**  |
|  |  | a | Document relevant information accurately and completely, in a timely manner |  |  |
|  |  | b | Maintain security and confidentiality of records |  |  |
| **2.07 Use risk management approaches**  |
|  |  | a | Identify risks and hazards in the practice setting |  |  |
|  |  | b | Contribute to an organizational culture of safety |  |  |
| **2.08 Manage time and workload**  |
|  |  | a | Prioritize activities |  |  |
|  |  | b | Meet deadlines |  |  |
| **2.09 Employ an evidence-informed approach to practice**  |
|  |  | c | Make evidence-informed decisions |  |  |
| **2.10 Engage in reflective practice**  |
|  |  | a | Demonstrate knowledge of principles of reflective practice |  |  |
|  |  | b | Critically assess approaches to practice |  |  |
|  |  | c | Develop goals and seek resources to improve practice |  |  |
| **2.11 Practice within limits of current personal level of professional knowledge and skills**  |
|  |  | a | Articulate individual level of professional knowledge and skills |  |  |
|  |  | b | Identify situations which are beyond personal capacity |  |  |
|  |  | c | Address situations beyond personal capacity |  |  |
| **2.12 Maintain comprehensive and current knowledge relevant to practice**  |
|  |  | a | Use relevant terminology |  |  |
|  |  | b | Identify relevant sources of information |  |  |
|  |  | c | Critically appraise information relevant to practice |  |  |
|  |  | d | Identify emerging information relevant to practice |  |  |
| **2.13 Use information management technologies to support practice**  |
|  |  | b | Use information management systems |  |  |
| **3. Communication and Collaboration** |
| **Dietitians communicate effectively and collaborate with others to achieve practice goals** |
| **3.01 Use appropriate communication approaches**  |
|   |   | a | Identify opportunities for and barriers to communication relevant to context |  |  |
|  |  | b | Use communication approaches appropriate to context  |  |  |
|  |  | c | Use language tailored to audience |  |  |
| **3.02 Use effective written communication skills**  |
|  |  | a | Write in a manner responsive to audience |  |  |
|  |  | b | Write clearly and in an organized fashion |  |  |
| **3.03 Use effective oral communication skills**  |
|  |  | a | Speak in a manner responsive to audience |  |  |
|  |  | b | Speak clearly and in an organized fashion |  |  |
| **3.04 Use effective electronic communication skills**  |
|  |  | b | Use electronic communication relevant to context |  |  |
| **3.05 Use effective interpersonal skills**  |
|  |  | a | Employ principles of active listening |  |  |
|  |  | b | Use and interpret non-verbal communication |  |  |
|  |  | c | Act with empathy |  |  |
|  |  | d | Establish rapport |  |  |
|  |  | e | Employ principles of negotiation and conflict management |  |  |
|  |  | f | Seek and respond to feedback |  |  |
|  |  | g | Provide constructive feedback to others |  |  |
| **3.06 Engage in teamwork**  |
|  |  | b | Contribute effectively to teamwork |  |  |
| **3.07 Participate in collaborative practice**  |
|  |  | c | Participate in discussions with team members |  |  |
|  |  | d | Contribute dietetics knowledge in collaborative practice |  |  |
|  |  | e | Draw upon the expertise of others |  |  |
|  |  | f | Contribute to collaborative decision making |  |  |
| **4. Management and Leadership** |
| ***Dietitians use management skills and provide leadership to advance health, through food and nutrition*** |
| **4.01 Manage programs and projects**  |
|  |  | b | Contribute to strategic and operational planning |  |  |
|  |  | c | Contribute to human resource management |  |  |
|  |  | d | Contribute to financial management |  |  |
|  |  | e | Contribute to physical resource management |  |  |
| **4.02 Assess and enhance approaches to practice**  |
|  |  | a | Assess a practice situation |  |  |
|  |  | b | Interpret and consolidate evidence to establish a course of action |  |  |
|  |  | c | Plan the implementation of change |  |  |
|  |  | d | Plan the evaluation of change |  |  |
| **4.03 Participate in practice-based research activities**  |
|  |  | a | Frame question(s) |  |  |
|  |  | b | Critically appraise literature |  |  |
|  |  | c | Identify relevant methodology |  |  |
|  |  | d | Interpret findings |  |  |
|  |  | e | Communicate findings |  |  |
| **4.04 Undertake knowledge translation**  |
|  |  | a | Identify food and nutrition knowledge relevant to others |  |  |
|  |  | b | Reframe knowledge into a format accessible to others |  |  |
| **4.05 Advocate for ongoing improvement of nutritional health and care**  |
|  |  | a | Identify opportunities for advocacy |  |  |
|  |  | b | Identify strategies for effective advocacy |  |  |
|  |  | c | Engage in advocacy |  |  |
| **4.06 Foster learning in others**  |
|  |  | b | Identify opportunities for learning |  |  |
|  |  | c | Assess learning needs and assets |  |  |
|  |  | d | Develop learning outcomes |  |  |
|  |  | e | Implement educational strategies |  |  |
|  |  | f | Evaluate achievement of learning outcomes |  |  |
| **4.07 Foster development of food literacy in others**  |
|  |  | b | Identify strategies to assist the development of food literacy |  |  |
|  |  | c | Engage in activities to build food literacy |  |  |
| **4.08 Foster development of food skills in others**  |
|  |  | d | Respond to the cultural foodways of client |  |  |
|  |  | e | Identify strategies to assist in the development of food skills |  |  |
|  |  | f | Critically appraise food messaging and marketing |  |  |
|  |  | g | Interpret food label |  |  |
|  |   | h | Demonstrate food preparation techniques |  |  |
|  |   | i | Engage with client in building food skills  |  |  |
| **5. Nutrition Care** |
| **Dietitians use management skills and provide leadership to advance health, through food and nutrition** |
| **5.01 Conduct nutrition assessment**  |
|  |  | a | Use appropriate nutrition risk screening strategies |  |  |
|  |  | b | Identify relevant information |  |  |
|  |  | c | Assess and interpret food- and nutrition-related history |  |  |
|  |  | d | Obtain and interpret medical history |  |  |
|  |  | e | Obtain and interpret demographic, psycho-social and health behaviour history |  |  |
|  |  | f | Assess and interpret anthropometric parameters |  |  |
|  |  | g | Assess and interpret nutrition-focused physical findings |  |  |
|  |  | h | Obtain and interpret biochemical data |  |  |
|  |  | i | Obtain and interpret results from medical tests and procedures |  |  |
|  |  | j | Obtain and interpret medication data |  |  |
|  |  | k | Assess and interpret chewing, swallowing and eating abilities (SH – Shows How) |  |  |
| **5.02 Determine nutrition diagnosis**  |
|  |  | a | Integrate assessment findings to identify nutrition problem(s) |  |  |
|  |  | b | Prioritize nutrition problems |  |  |
| **5.03 Plan nutrition intervention(s)**  |
|  |  | a | Determine nutrition goals |  |  |
|  |  | b | Determine nutrition requirements |  |  |
|  |  | c | Determine dietary modifications |  |  |
|  |  | d | Determine therapeutic supplementation |  |  |
|  |  | e | Determine supportive physical and social / environmental accommodations |  |  |
|  |  | f | Determine enteral nutrition regimens (SH – Shows How) |  |  |
|  |  | g | Determine parenteral nutrition regimens (SH – Shows How) |  |  |
|  |  | h | Determine client learning needs and assets |  |  |
|  |  | i | Determine required resources and support services |  |  |
| **5.04 Implement nutrition intervention(s)**  |
|  |  | a | Coordinate implementation of nutrition intervention(s) |  |  |
|  |  | b | Provide nutrition education |  |  |
|  |  | c | Provide nutrition counselling |  |  |
| **5.05 Monitor nutrition intervention(s) and evaluate achievement of nutrition goals**  |
|  |  | a | Determine strategies to monitor effectiveness of nutrition intervention(s) |  |  |
|  |  | b | Evaluate progress in achieving nutrition goals |  |  |
|  |  | c | Adjust nutrition intervention(s) when appropriate |  |  |
| **6. Population Health Promotion** |
| ***Dietitians assess food and nutrition needs with communities / populations, and collaborate in planning to promote health*** |
| **6.01 Assess food- and nutrition-related situation of communities and populations**  |
|  |  | a | Identify types and sources of information required to assess food and nutrition-related situation of communities and populations |  |  |
|  |  | b | Identify stakeholders |  |  |
|  |  | c | Access relevant assessment information |  |  |
|  |  | d | Interpret food and nutrition surveillance data |  |  |
|  |  | e | Interpret health status data |  |  |
|  |  | f | Interpret information related to the determinants of health and health equity |  |  |
|  |  | g | Interpret information related to food systems and dietary practices |  |  |
| **6.02 Determine food- and nutrition-related issues of communities and populations**  |
|  |  | a | Integrate assessment findings to identify food- and nutrition-related assets, resources and needs |  |  |
|  |  | b | Prioritize issues requiring action |  |  |
| **6.03 Develop food- and nutrition-related community / population health plan**  |
|  |  | a | Contribute to development of goals and objectives |  |  |
|  |  | b | Identify strategies to meet goals and objectives |  |  |
|  |  | c | Identify required resources and supports |  |  |
|  |  | d | Contribute to identification of evaluation strategies |  |  |
| **6.04 Implement food- and nutrition-related community / population health plan**  |
|  |  | a | Participate in implementation activities |  |  |
| **6.05 Monitor and evaluate food- and nutrition-related community / population health plan** |
|  |  | a | Contribute to monitoring implementation activities |  |  |
|  |  | b | Contribute to evaluation activities |  |  |
|  |  | c | Propose adjustments to increase effectiveness or meet modified goals and objectives |  |  |
| **7. Food Provision** |
| ***Dietitians manage and consult on quantity food provision to support health***  |
| **7.01 Determine food provision requirements of a group / organization** |
|  |  | a | Identify types and sources of information required to assess food provision needs |  |  |
|  |  | b | Access relevant information |  |  |
|  |  | c | Interpret situational factors that impact food provision |  |  |
|  |  | d | Assess food provision requirements |  |  |
|  |  | e | Integrate findings to determine food provision priorities |  |  |
| **7.02 Plan food provision** |
|  |  | a | Participate in development of goals and objectives |  |  |
|  |  | b | Identify strategies to meet goals and objectives |  |  |
|  |  | c | Identify required resources and supports |  |  |
|  |  | d | Participate in identification of evaluation strategies |  |  |
| **7.03 Manage food provision**  |
|  |  | a | Identify facility layout and equipment requirements for food production |  |  |
|  |  | b | Participate in purchasing, receiving, storage, inventory control and disposal of food |  |  |
|  |  | c | Develop and standardize recipes |  |  |
|  |  | d | Participate in menu planning |  |  |
|  |  | e | Participate in management of food production and distribution procedures |  |  |
|  |  | f | Participate in maintaining safety, and quality control  |  |  |
| **7.04 Monitor and evaluate food provision**  |
|  |  | a | Participate in monitoring food provision activities |  |  |
|  |  | b | Contribute to evaluation of food provision activities |  |  |
|   |   |  c | Propose adjustments to food provision to increase effectiveness or meet modified goals and objectives  |  |  |