

*Alliance of*  
**Canadian Dietetic  
Regulatory Bodies**



# Canadian Dietetic Registration Examination (CDRE)

# **Preparation Guide<sup>©</sup>**

© Alliance of Canadian Dietetic Regulatory Bodies  
All rights reserved. No part of this book may be reproduced in any manner without  
written permission of the Alliance of Canadian Dietetic Regulatory Bodies.

## Regulation of Dietetic Practice in Canada

The Alliance of Canadian Dietetic Regulatory Bodies (the Alliance) strives to maintain a uniform competency standard for entry into the dietetics profession. Therefore, members of the Alliance share common requirements for academic and practical training, and entry-level competencies<sup>1</sup> based on highly similar scopes of practice, professional standards, and codes of ethics and conduct.

The Canadian Dietetic Registration Examination (the Exam) is a requirement for registration as a dietitian in Canada in all provinces except Quebec.

This Preparation Guide<sup>®</sup> has been developed to help you understand the Exam process. To obtain more information, contact your provincial dietetic regulatory body (See: Appendix A).

<sup>1</sup>The [Integrated Competencies for Dietetic Education and Practice](#) (Partnership for Dietetic Education and Practice, 2013) are referred to as the COMPETENCIES (See: Appendix B).

This is the only guide that has been approved for the  
Canadian Dietetic Registration Examination.

No other examination guide has been authorized, reviewed for reliability, or in any way confirmed to be representative of the Exam questions in style, content or format. Adequate preparation is the responsibility of each candidate, and ultimately is confirmed when the COMPETENCIES have been met.

**The Alliance assumes no responsibility for information about the Exam obtained from unauthorized sources.**

The Guide is also available in French : *Examen d'admission à la profession de diététiste au Canada—  
Guide de préparation*

## Table of Contents

---

Purpose of the Exam .....	4
Who Can Write the Exam .....	4
Applying to Write the Exam .....	4-7
Temporary Registration .....	5
Consent to Share Information .....	5
Exam Fee .....	5
Scheduling an Appointment to Take Exam .....	5
Proctor U Information .....	5
Date and Frequency .....	6
Language Options .....	6
Accommodations .....	6
Religious Reasons .....	6
Withdrawing from Writing the Exam and Refunds .....	7
Exceptions – Compelling Reasons .....	7
Preparing to Write the Exam .....	8-10
Questions and Comments from Previous Candidates .....	11-12
How to Read an Exam Question .....	13-15
On the Day of the Exam .....	16
Cheating and Disqualification .....	16
Exam Scoring .....	16-17
Appeals .....	17
Failure and Re-application .....	18
Post Exam Survey .....	18

### **LIST OF APPENDICIES**

Provincial Regulatory Bodies Contact List (Appendix A).....	19
ICDEPs (Appendix B).....	20
CDRE Policy ‘Candidates Requiring Accommodation’ (Appendix C).....	21-23
Accommodation Forms A, B and C (Appendix D, E and F).....	24-32
Exam Blueprint (Appendix G) .....	33-43
Knowledge Topics (Appendix H) .....	44-46
Example Exam Questions (Appendix I) .....	47-71
Example Exam Answers (Appendix J).....	72-74
References currently used in Canadian Programs (Appendix K) .....	75-76
Candidate Rules Agreement (Appendix L) .....	77
Candidate Declaration to Maintain Confidentiality (Appendix M) .....	77
CDRE Policy ‘Examination Disqualification – Cheating’ (Appendix N) .....	78

## Purpose of the Exam

Dietetic regulatory bodies (which may also be referred to as colleges, associations or boards) protect the public by ensuring that only qualified people who have demonstrated competence to practice dietetics become dietitians in Canada. (Please refer to [Appendix A](#) for the contact list of provincial regulatory bodies). This ensures safe and effective dietetic services in Canada. Successful completion of the Exam enables entry into the dietetic profession via registration with the dietetic regulatory body in the Canadian jurisdiction where you have chosen to practice. It is not an exit exam from an internship or practical training program. It is designed to confirm competence to practice dietetics – this means that your practice-based knowledge and your ability to employ critical thinking by analyzing, interpreting and applying knowledge are at the level of minimal competence and that you are safe to practice.

The Exam is the final step in the registration process to become a registered dietitian and it has one purpose only: to distinguish between competent and non-competent practitioners.

## Who Can Write the Exam?

To be eligible to write the Exam, you must meet the academic and practical training, and any other registration requirements as designated by the regulatory body which issued you a temporary membership or which deemed you to be eligible to write the examination. You may attempt the exam no more than three times.

These requirements include:

- completion of a four-year baccalaureate degree in an accredited program in foods and nutrition at a Canadian university or equivalent, and
- development and demonstration of the COMPETENCIES (Appendix B) through an accredited internship or equivalent

Refer to your regulatory body for any additional registration requirements.

## Applying to Write the Exam

Refer to your provincial dietetic regulatory body's website to confirm the date of the next Exam and the deadline for submitting your application. A complete application consists of the application form, applicable fees, and all the necessary supporting documents.

You will be informed of your eligibility to write the Exam once your regulatory body determines that you meet the registration requirements.

***To receive information about the Exam, it is important to keep the regulatory body informed of any changes in your contact information including your email address, home address and telephone number.***

### **Temporary Registration**

You may apply for temporary registration to practice while waiting to write the Exam. Temporary registration is granted for a limited time period and temporary members must write the next sitting of the Exam. Some regulatory bodies require candidates to be temporary members in order to write the CDRE, whereas some may not. Contact your regulatory body for more information.

### **Consent to Share Information**

The CDRE will be administered by Yardstick Assessment Strategies Inc. (Yardstick) Testing will take place via an online remote-proctored process. Remote proctoring services are provided by a United States-based company, Proctor U. Personal information will be sent to Yardstick and Proctor U, including where you completed your practicum, your name, email address, language and temporary membership number, if applicable. This information will be collected, used and disclosed according to their privacy policies and will be subject to US laws, including the US Patriot Act.

### **Exam Fee**

The exam fee is \$600.00. Contact your regulatory body for details on fee payments and due dates.

### **Scheduling an Appointment to Take the Exam**

Once your regulatory body determines your eligibility to write the CDRE and you have paid the exam fee, you will then receive by email a CDRE Virtual Examination Booking Window Notification from Yardstick. This provides information about how to schedule your appointment to take the Exam. You will choose the time and date during the two -day testing window. If you have not received an email from Yardstick please check your spam folder. The website address to schedule an appointment to take the exam is <https://cdre.ysasecure.com/>.

Once your appointment for the exam has been scheduled, Yardstick will send an email confirming your exam appointment, and provide links to test your internet speed and computer capability. *Please conduct this test at your earliest convenience.* **If you have challenges accessing the required internet speed, please contact your provincial dietetic regulatory body as soon as possible.**

**Emails from Yardstick include important information about the examination. *Please read correspondence from Yardstick carefully, including the section dealing with frequently asked questions:*** <https://cdre.ysasecure.com/faq>

### **ProctorU Exam Information**

Yardstick will provide you with more details about ProctorU so please read the instructions carefully.

- Candidates must test on a hard surface (not a bed or couch)
- Candidates are not permitted to wear watches
- Candidates require a mirror or reflective surface to show the proctor the monitor. This can include a cell phone with a front facing camera or an external USB camera. This ensures there are no notes or writing attached to the monitor.

As virtual proctoring becomes a key delivery model please ensure you understand and have reviewed all the materials about the exam including emails from Yardstick and ProctorU.

## **Date and Frequency**

The Exam is administered twice each year: May and November. The exam dates are posted on your regulatory body's website.

## **Language Options**

On the day of the exam, you can choose to write the exam in English or French. You will also have the option to toggle between both languages throughout the exam.

Candidates requiring a French-speaking proctor at the exam site must request this by the application deadline.

## **Accommodations**

If you have a disability, temporary disability or a special condition and wish to request an accommodation, ***you must request this in writing by the examination application deadline***. The request must be from a regulated health professional, who is specialized in assessing individuals with the type of disability or special condition.

A request for accommodation related to breastfeeding and pregnancy does not require documentation from a regulated health professional, but a written request outlining the accommodation is required.

Please refer to this policy in [Appendix C 'CDRE Candidates Requiring Accommodation for a disability, temporary disability, special condition, religious and other reasons'](#) for the complete procedure and process on requesting an accommodation.

Your request for accommodations must be made to your regulatory body by using [Form A: Candidate Application for Testing Accommodations](#), and [Form B: Candidate Application for Testing Accommodations Mental or Physical Disability Related Needs](#). Form B must be completed by an appropriate health care professional who is qualified to diagnose the impairment, has been involved in your assessment and has sufficient knowledge and expertise to identify what accommodation is needed in relation to the disability or special condition. For the forms, please see [Appendix D](#) and [E](#).

The Alliance will endeavour to provide mutually satisfactory accommodations. There is no additional fee for accommodations. Once your accommodation has been approved, you will receive an email from Yardstick.

## **Religious Reasons**

If your religious convictions prevent you from writing the Exam during the two-day testing window, you may request to write the Exam on an alternative date or at an alternative time. You may request additional time to accommodate prayer during the sitting of the exam. [Submit Form C: Candidate Application for Religious Accommodation \(Appendix F\)](#) by the application deadline to request an accommodation for religious reasons.

### **Withdrawing from Writing the Exam and Refunds**

To WITHDRAW your application you must request this in writing to your regulatory body and the request must be dated no later than 14 calendar days prior to the first day of the testing window.

If you do not withdraw your application as per the above timeline OR do not write the Exam, the Exam fee may be FORFEITED or you may be subject to an administrative fee. Contact your regulatory body for details. Although you have the option to cancel your appointment to write the CDRE through your Yardstick account, to WITHDRAW your application, you must request this in writing to your regulatory body

#### **Exceptions – Compelling Reasons:**

*Please note that under some circumstances, candidates may withdraw from writing the exam on or near the scheduled exam date. If a candidate chooses to write the exam under circumstances that affect their ability to concentrate, the exam result cannot be annulled.*

If you are unable to write the Exam due to compelling reasons beyond your control, you may apply to your regulatory body for:

- an extension of the Exam eligibility period
- a refund of the Exam fee (minus any applicable administrative fees)
- withdrawal of candidacy
- an extension of your temporary registration (if applicable) in accordance with the regulations and policies of your regulatory body.

Consideration will be given, but is not limited, to:

- accidents
- a death in the family
- illness due to COVID
- family or personal crisis

To be eligible for a refund, you or your designate must apply in writing to your regulatory body. Clearly state the circumstances of why you were unable to write the Exam. This must be RECEIVED within 30 calendar days following the Exam date. Please include any supporting documentation. The regulatory body will inform you of its decision within 14 business days of receipt of your request. If your request for a refund is approved, the Exam fee will be refunded (minus any applicable administrative fees) and you will receive information regarding the next administration.

#### **A REFUND OF THE EXAM FEE WILL NOT BE GIVEN TO CANDIDATES WHO FAIL THE EXAM**

If you held temporary registration prior to the Exam date, contact your regulatory body about an extension.

## Preparing to Write the Exam

The following information will help you to understand more about the Exam process and how questions are developed.

The EXAM	What this Means
<ul style="list-style-type: none"> <li>is a CRITERION-REFERENCED exam</li> </ul>	<p>It compares all candidates to a single criterion, which is deemed to be MINIMAL COMPETENCE.</p> <p>This is how it differs from most of the other exams you have written which are norm-referenced and compare each candidate's performance to an arbitrarily set pass score.</p>
<ul style="list-style-type: none"> <li>reflects dietetic practice in Canada</li> <li>is based on the COMPETENCIES</li> </ul>	<p>There are five categories of COMPETENCIES: <i>Professional Practice, Communication and Collaboration, Nutrition Care, Population and Public Health, and Management.</i></p> <p>The COMPETENCIES were developed and validated using a national process in 2010-2013 through the Partnership for Dietetics Education and Practice.</p> <p>It is important to understand the COMPETENCIES as this will assist you to identify the competency category or specific competency or performance indicator that is being tested in an exam question (See: <a href="#">Appendix B</a>).</p>
<ul style="list-style-type: none"> <li>is NOT a diagnostic test of competence</li> <li>result is Pass/Fail</li> </ul>	<p>The Exam is designed only to confirm whether you have demonstrated minimal competence.</p> <p>It is not designed to measure HOW competent you may be.</p> <p>Therefore, the result is PASS (you demonstrated minimal competence) or FAIL (you did not demonstrate minimal competence).</p> <p>Should you fail the Exam, this is the only reliable information that can be provided to you.</p> <p>Following a failure, a thorough review of the COMPETENCIES (<a href="#">Appendix B</a>) is indicated.</p>
<ul style="list-style-type: none"> <li>undergoes thorough and multiple screenings and review</li> <li>this accounts for the cost of the Exam which is NOT profit-generating</li> </ul>	<p>A contracted testing agency with recognized expertise oversees the Exam development.</p> <p>The EXAM COMMITTEE, ITEM WRITERS, and the FRENCH EXAM VALIDATION COMMITTEE are comprised of REGISTERED DIETITIANS with experience and expertise representing all areas of practice; academic and practical programs and all provinces are also represented.</p> <p>Each question undergoes at least ten screenings to ensure the Exam tests:</p> <ul style="list-style-type: none"> <li>the Competencies at the proficiency level of entry to practice</li> <li>realistic and practical aspects of dietetic practice that are national in score</li> </ul>



<b>The EXAM</b>	
Exam and Question Format	<ul style="list-style-type: none"> <li>written in four hours</li> <li>185 multiple-choice questions</li> <li>Passage-based questions with 3-6 questions related to a single passage (case/scenario)</li> <li>independent questions</li> </ul>
Cognitive Category Each question tests one of three levels of cognitive ability: knowledge, comprehension and critical thinking.	<p>15% Demonstrate broad knowledge 35% Demonstrate comprehension of knowledge 50% Employ critical thinking by analyzing, interpreting and applying knowledge</p> <p>The verb contained in the PERFORMANCE INDICATOR determines the cognitive category. For example, the term ‘integrate’ is associated with a higher cognitive complexity level than the terms “identify” or “apply”</p>
Competency Category Each question targets a PRACTICE COMPETENCY	<p>Each question tests one of the PERFORMANCE INDICATORS associated with a PRACTICE COMPETENCY. The distribution of exam questions is as follows:</p> <ul style="list-style-type: none"> <li>15% Professional Practice</li> <li>13% Communication and Collaboration</li> <li>35% Nutrition Care</li> <li>15% Population and Public Health</li> <li>22% Management</li> </ul>
The percentage of questions on the exam for the Performance Indicators was based on the following considerations: <ul style="list-style-type: none"> <li>Some COMPETENCIES have more PERFORMANCE INDICATORS than others</li> <li>Some PERFORMANCE INDICATORS are multidimensional. For example, “development and modification of meal plans” (3.02g) may reflect cultural preferences as well as texture modification.</li> <li>Some PERFORMANCE INDICATORS relate to activities that pose a risk of harm. For example, “demonstrate knowledge of principles of parenteral nutrition.” 3.02o)</li> </ul>	<ul style="list-style-type: none"> <li>The Exam Blueprint (see <a href="#">Appendix G</a>) indicates the percentage of questions on the exam for each PRACTICE COMPETENCY.</li> <li>The Exam Blueprint also indicates the PERFORMANCE INDICATORS for which the exam will include at least one question. It is not possible to test all PERFORMANCE INDICATORS in one exam.</li> </ul>

<b>The EXAM</b>	<b>What this Means</b>
Contextual Variables <ul style="list-style-type: none"> <li>• CLIENT AGE/GENDER</li> <li>• CULTURE</li> <li>• HEALTH CARE SETTING</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are designed to provide a cross-section of contextual variables representing entry-level dietetic practice in Canada</li> <li>• Cultural issues are integrated in the Exam without introducing stereotypes.</li> <li>• KNOWLEDGE TOPICS (See: <a href="#">Appendix H</a>) provide a framework for question development</li> </ul>

## Questions and Comments from Previous Candidates

Commonly Asked Questions and Comments	Exam Committee Responses
<i>“Can I take my calculator or other electronic device into the exam?”</i>	No. Security of the exam prohibits the use of calculators or other electronic devices. There is a note pad function, which can be used during the exam.
<i>“Will I have to do calculations and remember lab values?”</i>	You will be expected to be familiar with, and interpret the lab values an entry-level dietitian would deal with, but you will not have to calculate or remember lab values. Necessary conversions and normal lab value ranges are provided when they are needed to answer the question e.g. “The client weighs 99 kg, is 180 cm tall (BMI 30.6) ...”
<i>“How is the French Exam developed?”</i>	<ul style="list-style-type: none"> <li>• The English Exam is professionally translated into French</li> <li>• Each question is then reviewed by the FRENCH EXAM VALIDATION COMMITTEE (French Committee) composed of practicing francophone dietitians representing all areas of practice.</li> <li>• High quality and equivalence to the English version is the goal.</li> <li>• Content accuracy, technical terminology and consistency in language are scrutinized and verified with recognized French resources.</li> <li>• Expressions not common to all provinces are avoided.</li> <li>• Special consideration is given to word count to match the length of the English version.</li> </ul>
<i>“I want to write the French exam. Can I have an English exam as well?”</i>	<ul style="list-style-type: none"> <li>• Candidates can toggle (navigate) between French and English versions of the Exam.</li> <li>• It is recommended that candidates be mindful of time if they repeatedly toggle between language options.</li> </ul>
<i>“How is the passing score set?”</i>	<ul style="list-style-type: none"> <li>• A passing score is set for the Exam and is not released; the difficulty of each question is assessed and the degree of difficulty of the questions on the exam is considered in setting the passing score. This ensures the fairest score in setting the competence/non-competence line.</li> <li>• It is just as important NOT to fail a competent candidate, as it is to fail the candidate who has not demonstrated minimal competence.</li> </ul>
<i>“The exam was too long. You could have confirmed my competence with fewer questions.”</i>	<ul style="list-style-type: none"> <li>• A statistically minimum number of questions is required since no exam can assess a total body of knowledge.</li> <li>• An exam of 185 questions ensures that the assessment is VALID and RELIABLE.</li> <li>• Training and experience vary, and you may be above minimal competence.</li> </ul>

<b>Commonly Asked Questions and Comments</b>	<b>Exam Committee Responses</b>
<i>“There wasn’t enough information provided.”</i>	<ul style="list-style-type: none"> <li>• Irrelevant information is excluded because it MISLEADS.</li> <li>• ALL information needed to answer correctly is provided.</li> <li>• If you think something is missing, read again - it is most likely you made an incorrect assumption.</li> </ul>
<i>“I expected more knowledge-based questions.”</i>	<ul style="list-style-type: none"> <li>• A dietitian’s work is DOING not just knowing.</li> <li>• Competent practice requires appropriate KNOWLEDGE, COMPREHENSION AND CRITICAL THINKING including application questions assessing that they also confirm KNOWLEDGE.</li> </ul>
<i>“The exam should be essay format so I can explain my answers.”</i>	<ul style="list-style-type: none"> <li>• Multiple choice format eliminates subjective marking.</li> <li>• Scientific methodology confirms the VALIDITY and RELIABILITY of the Exam.</li> </ul>
<i>“Questions were repetitive and redundant.”</i>	<ul style="list-style-type: none"> <li>• Some types of client situations occur more frequently than others in dietetic practice.</li> <li>• The Exam attempts to reflect current practice.</li> </ul>
<i>“It was unfair because in my internship/setting... I didn’t have a rotation in pediatrics or ..health promotion.”</i>	<ul style="list-style-type: none"> <li>• Remember that you are being tested on the knowledge, application of knowledge and critical thinking related to the PRACTICE COMPETENCIES, not settings.</li> <li>• You are expected to transfer your knowledge and skills from one setting to another.</li> </ul>
<i>“Some questions have more than one correct answer.”</i>	<ul style="list-style-type: none"> <li>• Each question has four options: one correct answer and three distracters.</li> <li>• Distractors are designed to be plausible with faulty reasoning, inadequate reading or inappropriate assumptions.</li> </ul> <p><i>See “How to Read and Exam Question” (next page)</i></p>
<i>“When will I get my exam results?”</i>	<p>Your regulatory body will release results to you eight weeks after the exam. There may be some variance between provinces.</p>

## How to Read an Exam Question

Occasionally you may come across an aspect of a question's content that is not consistent with your own experience, or that may not seem plausible to you. Accept the scenario as presented. Remember, you are being tested on your ability to apply the PRACTICE COMPETENCIES in new settings. Internships, practical training and upgrading practicums differ across the country and what may seem unlikely to you has been judged REALISTIC and ENTRY-LEVEL in repeated screenings by experts.

<b>STEP 1</b>	
<p>Read the text of the question to first determine:</p> <p>a) competency category</p> <p>b) cognitive level</p>	<p>Relate the question to one of the five competency categories: Are you asked to demonstrate competence in...</p> <ul style="list-style-type: none"> <li>• PROFESSIONAL PRACTICE?</li> <li>• COMMUNICATION AND COLLABORATION?</li> <li>• NUTRITION CARE?</li> <li>• POPULATION AND PUBLIC HEALTH?</li> <li>• MANAGEMENT?</li> </ul> <p>Is the question simply asking for information? – Such questions are at the knowledge level.</p> <p>Is the question asking you to identify something about the information? – Such questions test comprehension of knowledge.</p> <p>Is the question asking you to analyze, interpret or apply knowledge? – Such questions test your ability to employ critical thinking.</p>
<b>STEP 2</b>	
<p>Re-read the text along with the options provided.</p>	<p>Determine if there is a temporal aspect (point in time) to the question. i.e. Are you being asked for an INITIAL step in a process or a concluding step?</p>
<b>STEP 3</b>	
<p>Choose the correct option of those provided.</p>	<ul style="list-style-type: none"> <li>• Remember there are no trick questions.</li> <li>• Wrong options are there to act as distracters to reveal FAULTY knowledge, comprehension of knowledge or critical thinking.</li> <li>• Thinking there is not enough information is an indication that you need to go back to Step 1 and read more carefully.</li> <li>• All the information needed to answer questions correctly IS provided.</li> <li>• Irrelevant information is excluded because it wastes time and can mislead.</li> </ul>
<p><b>Try this 3-step process in the exercise on the following page.</b></p>	

## Exercise

1.

A public health dietitian in collaboration with community partners has developed an education program for grade 3 students on healthy snacks. The program was piloted with children in two different schools and is now ready for use in all city schools. What is the best strategy for the dietitian to take?

1. Contact the school board to have the information put onto the board's website
2. Send copies of the program to all grade 3 teachers and offer in-service classes
3. Write a newsletter outlining the program plan and send to all school principals
4. Present the program to the parent school council in each school

*cognitive level* \_\_\_\_\_ *competency category* \_\_\_\_\_ *temporal aspect* \_\_\_\_\_

2.

In a small community hospital, a new product has been purchased to thicken liquids for clients with dysphagia. A new recipe has been developed. What should the foodservice dietitian do next?

1. Add the recipe to the nourishment binder and flag it for staff
2. Have foodservice staff attend an in-service to learn about the product and recipe
3. Write a memo about the product and provide to all foodservice staff.
4. Ask the clinical dietitian to do a presentation on dysphagia to the foodservice staff

*cognitive level* \_\_\_\_\_ *competency category* \_\_\_\_\_ *temporal aspect* \_\_\_\_\_

3.

A 70-year-old inactive client with chronic constipation is referred for counselling following hip replacement surgery. The dietitian concludes that the client is following Canada's Food Guide and her diet contains at least 35 g of fibre. What should the dietitian do next?

1. Document the assessment in the client's chart and refer her to the physiotherapist
2. Tell the client that she needs to exercise more frequently
3. Tell the client that she is eating well and does not need to change her diet
4. Discuss the client's activity needs with her and the physiotherapist

*cognitive level* \_\_\_\_\_ *competency category* \_\_\_\_\_ *temporal aspect* \_\_\_\_\_

**Answers on next page**

**Exercise Answers and Rationales** (correct option is **bolded**)

On first reading, you might mistakenly classify these as community, foodservice and clinical questions. These labels correctly apply to the settings, but not to the intent of the questions. In fact, all three questions target the same competency and the same performance indicator.

**COMPETENCY: COMMUNICATION AND COLLABORATION**

Performance indicator: d) Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses.

**In addition, all 3 questions are of the same cognitive domain: Employ critical thinking by analyzing, interpreting and applying knowledge**

**Q1**

- Option 1. Leaves communication up to the client, no active communication by the dietitian
- Option 2. The dietitian communicates the program to the clients (teachers) who will use it; thoroughness is demonstrated by offering an in-service**
- Option 3. Leaves it to principals to communicate with clients, no active communication by dietitian
- Option 4. Although it reaches some parents, it does not communicate with teachers and children

**Q2**

- Option 1. Leaves communication up to client, no active communication by the dietitian
- Option 2. The dietitian communicates the new product information to those using it**
- Option 3. Assigns a lesser priority to the initiative by providing a memo; does not communicate with the staff who will use the new product
- Option 4. The presentation is on dysphagia, not on the new product/recipe  
*As written, this option could be acceptable as a next step in the implementation process. This emphasizes the need to read the 'temporal' aspect of questions. Although not all small community hospitals employ both foodservice and clinical dietitians, you are asked to accept this scenario in this question.*

**Q3**

- Option 1. No active communication with the client
- Option 2. Telling the client what to do is not effective implementation/communication
- Option 3. Eliminates any communication with the client about what the best plan is
- Option 4. The dietitian communicates the plan with the client and appropriate others**

**Refer to appendices that support the candidates to prepare for the Knowledge Topics (See: [Appendix H](#)), Exam: Example Questions (See: [Appendix I](#)), Example Answers (See: [Appendix J](#)), References (See: [Appendix K](#)).**

## On the Day of the Exam:

- On the day of the exam, the remote online proctor will validate your identity. Your first and last names in the Yardstick system MUST match the name on your government-issued photo identification. You must present a current, valid government-issued photo identification with signature (e.g. driver's license, passport).
- Once you are connected with to a virtual online proctor, you will be asked to read and agree to the Yardstick 'Candidate Rules Agreement' (See: [Appendix L](#)) and the 'Candidate Declaration to Maintain Confidentiality' (See: [Appendix M](#)). Please note that you and your computer screen are recorded through your webcam.
- You will be asked to pan the examination room. Your physical workspace must be completely cleared except for any approved materials. Approved materials include disposable earplugs (without wires) and an unlabeled beverage container (e.g. water bottle, coffee mug). Please note that an accommodation to allow food will be made based on medical needs at the discretion of the Alliance. Accommodations may be made for medical reasons at the discretion of the Alliance based on appropriate documentation of the medical reasons. Please refer to the [page six \(6\)](#) for information about accommodations.
- If you connect 60 minutes after the scheduled connection time, you will be denied access to the examination and the exam will show "expired."
- If you miss your examination sitting, please contact your dietetic regulatory body for next steps.
- Follow all directions given by the virtual online proctor.
- The examination is divided into two 2-hour parts. You have two hours to complete each part. There is a 15-minute break between parts. After two hours, you will not be able to return to complete questions on Part 1. You may leave the exam room during the break. The examination will automatically resume 15 minutes after completing Part 1. You may choose to resume the examination after 5-minutes if you do not want to take a 15-minute break.
- If you experience technical difficulties (for example, disconnection) during the exam contact your proctor through the 'Click on "*Having Trouble with an Exam*" and then "*I am a test-taker*". You will see options at the bottom of the screen. **Live Chat:** '. This function is available on every window of the remote proctoring system. The proctor will assist you to the best of their ability.
- Download the LogMeIn Rescue applet at the very beginning of the pre-checks.
- Agreement to terms and conditions will be required before moving forward with the exam.
- Permitted resources will be clearly listed prior to the exam and during the pre-checks.
- As soon as the pre-checks begin you will be added to the queue for connection to a proctor.
- Please refer to this video of the new launch process and online Proctoring FAQ
- Cell phone use is not permitted during the entirety of the exam including the break between Part I and Part II. Cell phone use is only permitted after Part II of the exam has been submitted.
- Speaking out loud during the exam is prohibited.

## Cheating and Disqualification

Cheating can include, but is not limited to any one or more of the following:

- having another individual pose as a registered candidate
- bringing study materials to your desk
- referring to electronic devices during the exam



- seeking or giving aid to another candidate
- communication of any kind with another candidate or person
- failure to follow the online proctor's directions

Refer to [Appendix N: CDRE Policy Examination, Disqualification-Cheating](#)

## Exam Scoring

The Exam is PASS/FAIL. The passing score is based on the degree of difficulty of each question, which determines the overall score required to pass the Exam. You will not receive a grade score. A percentage mark would imply your skills were being evaluated, which would be misleading.

Your answers will be computer-scored. Results will be received eight weeks after the exam by your regulatory body. There may be some variance between provinces. Your PASS/FAIL status is released only to you.

## Appeals

Candidates who have a failing score on the Exam have the right to appeal their result based on irregularities in the Exam administration or extraordinary, unforeseen, personal, and not pre-existing circumstances that arise on the day of the Exam. The appeal decision is made by the Alliance's Appeals Committee.

The appeal procedure is to:

- send a written request by mail or email detailing the nature of your appeal to your regulatory body; this must be received within 20 calendar days of the date the regulatory body notified you of your Exam result
- include the \$75 + HST appeal fee with your appeal
- contact your regulatory body for more information on the appeal procedure

If your appeal is successful, you will be permitted to write the next Exam and the exam that was appealed will not be counted as a failed attempt. The appeal fee will **only** be refunded for an administrative-related appeal. The candidate is permitted to re-write the next administration of the Exam at no additional cost **only** for an administrative-related appeal.

If you experience irregularities in the exam administrative process that impact your ability to successfully complete the exam, communicate the issues to the exam invigilator on the day of the exam.

If you held temporary registration prior to writing the Exam, check with your provincial regulatory body for reinstatement.

## **Failure and Re-application**

Candidates will be informed of the procedure for the next administration of the Exam at the time of notification of failure. A candidate who fails their first attempt will have two additional attempts to pass the Exam. Additional education and/or practical training is required AFTER A SECOND FAILURE, as determined by the regulatory body, before the applicant can make their final attempt at the exam. The exam fee is charged for each attempt.

## **Post Exam Survey**

You will receive an email to participate in a post-exam survey to collect information about your experience taking the CDRE. *It is important that you complete the survey. Your responses will support quality assurance and identify any irregularities in the exam administration. Your responses will also be used during the appeal process and will be considered should you be unsuccessful on the exam.*

Your responses are not anonymous and personal information will be collected for the purpose of administering the CDRE. All personal and identifiable information is kept confidential and stored securely.

## Appendix A

### Canadian Dietetic Regulatory Bodies

Province	Contact Information
<b>British Columbia</b> College of Dietitians of British Columbia (CDBC)	900-200 Granville Street Vancouver, BC V6C 1S4 Phone (604) 736-2016      Fax: (604) 736-2018 Toll free in BC: 1-877-736-2016 E-mail: <a href="mailto:info@collegeofdietitiansbc.org">info@collegeofdietitiansbc.org</a>
<b>Alberta</b> College of Dietitians of Alberta (CDA)	1320, 10123 99 Street Edmonton, AB T5J 3H1 Phone: (780) 448-0059      Fax: (780) 489-7759 Toll free: 1-866-493-4348 E-mail : <a href="mailto:office@collegeofdietitians.ab.ca">office@collegeofdietitians.ab.ca</a>
<b>Saskatchewan</b> Saskatchewan Dietitians Association (SDA)	17-2010 – 7 <sup>th</sup> Ave, Regina, SK S4R 1C2 Phone: (306) 359-3040 Fax: (306) 359-3046 E-mail: <a href="mailto:registrar@saskdietitians.org">registrar@saskdietitians.org</a>
<b>Manitoba</b> College of Dietitians of Manitoba (CDM)	36-1313 Border Street Winnipeg, MB R3H 0X4 Phone: (204) 694-0532      Fax: (204) 889-1755 Toll Free: 1-866-283-2823 E-mail: <a href="mailto:office@collegeofdietitiansmb.ca">office@collegeofdietitiansmb.ca</a>
<b>Ontario</b> College of Dietitians of Ontario (CDO)	1810—5775 Yonge Street, Box 30 Toronto, ONM2M 4J1 Phone: (416) 598-1725      Fax: (416) 598-0274 Toll free: 1-800-668-4990 E-mail: <a href="mailto:heena.vyas@collegeofdietitians.org">heena.vyas@collegeofdietitians.org</a>
<b>Québec</b> Ordre professionnel des diététistes nutritionnistes du Québec (ODNQ)	55 Sherbrooke Street Ouest, Tour Ouest, bureau 1855 Montréal, QC H3H 1B9 Phone : (514) 393-3733      Fax : (514) 393-3582 E-mail : <a href="mailto:opdq@opdq.org">opdq@opdq.org</a>
<b>Nova Scotia</b> Nova Scotia Dietetic Association (NSDA)	380 Bedford Highway, Suite 301 Halifax, NS B3M 2L4 Phone : (902) 493-3034 E-mail : <a href="mailto:info@nsdassoc.ca">info@nsdassoc.ca</a>
<b>New Brunswick</b> New Brunswick Association of Dietitians (NBAD/ADNB)	608 Pine Glen Road Riverview NB E1B 4X2 Tel: (506) 386-5903 E-mail: <a href="mailto:registrar@adnb-nbad.com">registrar@adnb-nbad.com</a>
<b>Newfoundland and Labrador</b> Newfoundland and Labrador College of Dietitians (NLCD)	P.O. Box 1756, St. John's NL A1C 5P5 Phone:(709) 753-4040      Fax: (709) 753-1044 E-mail : <a href="mailto:registrar@nlcd.ca">registrar@nlcd.ca</a>
<b>Prince Edward Island</b> College of Dietitians of Prince Edward Island (CDPEI)	Box 362 CTL Charlottetown, PEI C1A7K7 Phone: (902) 892-9234 E-mail : <a href="mailto:registrar@peidietitians.ca">registrar@peidietitians.ca</a>

## **Appendix B**

### **Integrated Competencies for Dietetic Education and Practice (Partnership for Dietetic Education and Practice, 2020)**

<https://www.pdep.ca/library/PDEP-Policies/Integrated-Competencies-For-Dietetic-Education-And.aspx>

## Appendix C

### **‘CDRE: Candidates Requiring Accommodation for a disability, temporary disability, special condition, religious and other reasons’**

INDEX NO: **CDRE EXAMINATION Policy #6**

SUBJECT: **Candidates Requiring Accommodation**

**APPROVAL BY ALLIANCE: October 2020**

---

#### **POLICY**

1. A candidate who has a disability, a temporary disability, special condition, religious and other reasons that warrants accommodation may request accommodations to take the examination. When considering a request for an accommodation, the Alliance must balance the rights of the candidate with the mandate of the provincial dietetic regulatory bodies to protect the public interest through a fair, secure, valid and reliable licensing exam.
2. The candidate is responsible for submitting a written request for accommodation to the provincial dietetic regulatory body by the deadline date set by the provincial dietetic regulatory body. Requests for accommodation will be sent to the Alliance CDRE Accommodation Committee eight weeks before the first day of the CDRE writing window. The process for requesting an accommodation is described below. The written request must include the following information:
  - a) Completion of Form A (Candidate Application for Testing Accommodations) [Appendix D of the CDRE Preparation Guide] by the candidate; and
  - b) Completion of Form B (Candidate Application for Testing Accommodations Mental or Physical Disability Related Needs) [Appendix E of the CDRE Preparation Guide] by the appropriate health care professional and any indicated supporting documentation. The Alliance reserves the right to seek another expert opinion. An appropriate health care professional who is qualified to diagnose the impairment, has been involved in the candidate’s assessment and has sufficient knowledge and expertise to be able to identify what accommodation is needed in relation to the disability or special condition.

**Note: Form B is not required for a request for accommodation related to breastfeeding or pregnancy.**

**Note: “Testing Anxiety” is normally not seen as a disability unless it is a limitation of a more encompassing psychiatric disorder.**

c) Completion of Form C (Candidate Requiring Accommodation for Religious Reasons)  
[Appendix F of the CDRE Preparation Guide]

3. The decision to approve or deny an accommodation request will be made by the Alliance CDRE Accommodations Committee. Accommodations granted for the candidate in other testing situations does not ensure approval of a request for accommodation on the CDRE. Decisions will be communicated to the provincial dietetic regulatory body by completing Form E.
4. The Alliance reserves the right to refuse any accommodation request that threatens the psychometric soundness, reliability, fairness and security of the CDRE. In this case, the Alliance will determine an alternative accommodation.
5. If the Alliance agrees that an accommodation is warranted, every reasonable effort will be taken, short of undue hardship, to ameliorate the impact of the candidate's disability/condition. This means, the approved accommodation does not have to be the first choice of the candidate nor the most expensive or comprehensive option. A reasonable testing accommodation is an adjustment or modification of the standard testing conditions that does not alter the nature of the examination or the ability to determine whether the candidate possess the essential knowledge, skills and abilities required to practice dietetics nor impose an undue burden on the Alliance and other candidates.
6. The candidate is responsible for associated costs with the accommodation request (for example, the costs associated with the completion of Form B by a regulated health professional). The candidate is responsible for participating in the accommodation process, which may include providing additional information to the Alliance upon request and considering alternative accommodation proposed by the Alliance.
7. The Alliance is responsible for all costs associated with providing the approved accommodations.
8. Documentation received from the candidate related to the accommodation application will not be released to any third party.
9. The provincial regulatory body communicates the decision in writing to the candidate as set out in 'Form E' completed by the Alliance CDRE Accommodation Committee.
10. The candidate must complete and submit a new accommodation application for each repeated attempt. The Alliance may request supporting documentation from a third party depending on the circumstances. The candidate must identify with the provincial dietetic regulatory body the need to submit a new accommodation application. The provincial dietetic regulatory body will consult with the Alliance CDRE Accommodation Committee to determine if a new accommodation request is required for a repeated attempt.

11. Any and all information and documentation obtained by the provincial dietetic regulatory body in the course of the accommodation request can be used internally by the provincial dietetic regulatory body for any of its regulatory functions. The information and documentation will become part of the applicant's registration file.
12. The Preparation Guide and other exam materials shall be made available in such reasonable formats as necessary to meet the candidate's needs as per the appropriate health care professional report.
13. The Alliance shall maintain a record of accommodations and endeavor to maintain consistency when granting accommodations.

**Note:** Education programs should be advised (in order to advise students early in their program) that accommodations granted during university may not be granted in a professional exam. An accommodation for a professional exam enables the candidate to access the exam (removes the barrier that prevents the candidate from displaying their knowledge) but does not compromise the exam's ability to assess competency.



## APPENDIX D

### Form A: Candidate Application for Testing Accommodations

A candidate who has a disability, a temporary disability or special condition that warrants accommodation may request accommodations to take the examination. The Alliance must balance the rights of the candidate with the mandate of the provincial dietetic regulatory body to protect the public interest through a fair, secure, valid and reliable licensing exam.

The Alliance and the provincial regulatory body will not release copies of the documentation received from the candidate related to the accommodation application to any third party. The Alliance will release information to the testing provider that is necessary for the accommodation process. The Alliance and provincial regulatory bodies collect and share information in accordance with their privacy policies. Any and all information and documentation obtained by the provincial dietetic regulatory body in the course of the accommodation request can be used internally by the provincial dietetic regulatory body for any of its regulatory functions.

You are not required to share information with us but if you do not share pertinent information, we may not be able to provide the requested accommodation. Additional information and supporting documentation may be requested.

Name:

Phone Number:

Mailing Address:

Email:

Exam Language:

English  French

Name of provincial regulatory body:

Exam Date:

**Describe why this disability/condition prevents you from writing the exam in the usual method and/or environment. <sup>1</sup>**

---

---

---

---



**Describe the accommodation you are requesting. Be as specific as possible.**

---

---

---

---

**Provide a description of past testing accommodations granted, if any, including those provided throughout your education program. If previous accommodations were granted during your education program, arrange for documentation to be sent directly from the program to the regulatory body.**

---

---

---

---

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**DECLARATION:**

I certify that the above information is complete and accurate to the best of my knowledge, and I understand that any intentional misrepresentation contained in this request may result in disqualification.

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Accommodation decisions are communicated as soon as possible prior to the CDRE sitting.

<sup>1</sup> The CDRE is a computer-based four-hour exam and is offered in two 2-hour parts. There is a 15-minute scheduled break after part one of the examination. The CDRE is either administered by remote proctoring in a virtual format or is taken in a test room with other writers.

**APPENDIX E**  
**Form B: Candidate Application for Testing Accommodations**  
**Mental or Physical Disability Related Needs Form**

If you have a disability, temporary disability, or a special condition that may require an accommodation when writing the Canadian Dietetic Registration Exam (CDRE), please complete Section A of this form and forward it to an appropriate health care professional, who, in Section B, must describe the specific accommodation you need, along with rationale for this recommendation. The health care profession is to send the completed form and any indicated supporting documentation directly to the provincial dietetic regulatory body. The diagnosis may be redacted.

Name of the provincial dietetic regulatory body: \_\_\_\_\_

Address: \_\_\_\_\_

Fax: \_\_\_\_\_

**SECTION A: (COMPLETED BY CANDIDATE)**

Name: \_\_\_\_\_

Accommodation Requested:

- Additional testing time:
  - 25% additional time (5 hours total writing time)
  - 50% additional time (6 hours total writing time)
  - 75% additional time (7 hours total writing time)
  - 100% additional time (8 hours total writing time)

Separate room\* and proctor

Reader

Break Time\*\* (stopped exam time):

15-minute break time

30-minute break time

Food and/or drinks, please specify: \_\_\_\_\_

Other (specify): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*separate room does not necessarily mean a private room.

\*\*Break time provided to the applicant but not used as additional exam writing time.

Note: There is a 15-minute scheduled break after part one of the examination.

<b>Disability/condition</b>	<b>Appropriate Health Care Professional<sup>1</sup> to complete Section B</b>	<b>Additional Documentation Required</b>
Hearing Impaired	Audiologist	
Vision Impairment	Optometrist or Ophthalmologist	
Learning Disability	Psychologist, Psychiatrist, or other qualified health care professional.	<p>Psychoeducational assessment within 5 years. Test results should be clearly stated with all subtests noted. A documentation update is acceptable when an original psychometric assessment is more than five (5) years old.</p> <p>In this case, the evaluation tests selected for the update might select only those tests and scales that illustrate the nature of the candidate's disability. Must use adult tests.</p>
Physical Disabilities	An appropriate health care professional.	
Attention Deficit Hyperactivity Disorder	Psychologist, Psychiatrist, or other qualified health care professional.	A complete psycho-educational or neuropsychological assessment.
Psychiatric Disorders	Health care professional must be competent to evaluate and diagnose psychiatric disabilities. Evaluation must have been made within the last 12 months.	
Autism Spectrum Disorder	Health care professional competent in assessing Autism Spectrum Disorders.	
Brain Injury	An appropriate health care professional.	
Dietary restrictions & allergies	An appropriate health care professional.	

<sup>1</sup> An appropriate health care professional is a regulated health care professional, who is qualified to diagnose the impairment, has been involved in the candidate's assessment, and has sufficient knowledge and expertise to be able to identify what accommodations is needed in relation to the disability or special condition.

**SECTION B: (COMPLETED BY THE APPROPRIATE HEALTH CARE PROFESSIONAL)**

The purpose of the CDRE is to assess the competency of dietitian candidates to determine a candidate's eligibility to practise. As such, the CDRE is defined as a high-stakes assessment. The CDRE is a computer-based exam taken over a four-hour period. The CDRE is either administered by remote proctoring in a virtual format or in a testing room with other writers. We rely on the health care professional's expertise to recommend a specific accommodation based on their understanding of the candidate's functional limitation and needs associated with the disability.

I have known this candidate since \_\_\_\_\_ in my capacity as a \_\_\_\_\_.

I confirm that I have used my own professional judgement and identified a clear link between the candidate's disability and how it is addressed in the accommodation. I understand that the purpose of an accommodation is to provide equity, not advantage.

Professional Designation/Title:

Licence Number:

---

Date of last patient visit: \_\_\_\_\_

(The reason for the exam accommodation must be current. For example, the accommodation will not be granted for a childhood condition that a candidate no longer suffers from.)

I verify that the candidate has a diagnosed disability or special condition:

- Yes
- No

"Test anxiety" is normally not seen as a disability unless it is a limitation of a more encompassing psychiatric disorder.

- The recognized diagnosis was provided by me
- The diagnosis was recognized by another qualified regulated health care professional

The approximate date when the disability or special condition was first diagnosed and/or identified.

---

---

---

---

A brief history and description of the functional limitations that prevent the candidate from writing the exam in the usual method and/or environment. Attach separate letter if needed.

---

---

---

---

Describe how the functional limitations of disability or special condition impacts the person's ability to write the CDRE in the usual method and/or environment. This should reflect the candidate's current impairment. Requested accommodations must be tied to specific assessment results.

---

---

---

---

Accommodation Requested:

- Additional testing time:
  - 25% additional time (5 hours total writing time)
  - 50% additional time (6 hours total writing time)
  - 75% additional time (7 hours total writing time)
  - 100% additional time (8 hours total writing time)
- Separate room\* and proctor
- Reader
- Break Time \*\*(stopped time):
  - 15-minute break time
  - 30-minute break time

Food and/or drinks

Other (specify):

---

---

---

\*Separate room does not necessarily mean a private room.

\*\*Break time provided to the applicant but not used as additional exam writing time.

Note: There is a 15-minute scheduled break after part one of the examination.

A description of current treatment plan and why this is not effective in overcoming the functional limitations of the disability or special condition, thereby necessitating the above accommodation(s).

---

---

---

---

Name:

Date:

Signature:

Telephone:

Email:

---

## Appendix F

### FORM C: Candidate Application for Religious Accommodation

A candidate who is seeking an accommodation for religious reasons must complete Form C. The accommodation must not interfere with assessing competency. The Alliance must balance the rights of the candidate with the mandate of the provincial dietetic regulatory bodies to protect the public interest through a fair, secure, valid and reliable licensing exam<sup>1</sup>.

The Alliance and the provincial regulatory body will not release copies of any documentation received from the candidate related to the accommodation to any third party. The Alliance will release information to the testing provider that is necessary for the accommodation process. The Alliance and provincial regulatory bodies collect and share information in accordance with their privacy policies. Any and all information and documentation obtained by the provincial dietetic regulatory body in the course of the accommodation request can be used internally by the provincial dietetic regulatory body for any of its regulatory functions.

You are not required to share information with us but if you do not share pertinent information, we may not be able to provide the requested accommodation. Additional information and supporting documentation may be requested.

Name:

Phone Number:

---

Mailing Address:

---

Email:

Exam Language:

English  French

---

Name of provincial regulatory body:

Exam Date:

---

---

<sup>1</sup> The CDRE is a four-hour computer-based exam and is offered in two 2-hour parts. There is a 15-minute scheduled break after part one of the examination. The CDRE is either administered by remote proctoring in a virtual format or is taken in a test room with other writers.

Describe the accommodation you are requesting. Be as specific as possible.

---

---

---

---

Provide a description of past testing accommodations granted, if any, including those provided throughout your education program.

---

---

---

---

**DECLARATION:**

I certify that the above information is complete and accurate to the best of my knowledge, and I understand that any intentional misrepresentation contained in this request may result in disqualification.

Candidate signature: \_\_\_\_\_

Date: \_\_\_\_\_

Accommodation decisions are communicated as soon as possible prior to the CDRE sitting.



**Appendix G  
Exam Blueprint**

Weight (%)	Competency #	<i><b>Practice Competencies</b></i>	Minimum 1 item	Indicator #	<i><b>Performance Indicators</b></i>
27 (14.6%)	<b>1. Professional Practice</b>				
1-2	1.01	<i>Comply with federal and provincial/territorial requirements relevant to dietetic practice.</i>			
				a	Demonstration knowledge of federal legislation, regulations and policies applicable to practice.
			Y e s	b	Recognize non-compliance with federal legislation, regulations and policies
4-6	1.02	<i>Comply with regulatory requirements relevant to dietetic practice</i>			
			Y e s	c	Demonstrate knowledge of regulatory scope of practice, standards of practice and code of ethics.
				d	Recognize non-compliance with regulatory scope of practice, standards of practice, and code of ethics.
			Y e s	g	Demonstrate knowledge of principles of confidentiality and privacy.
				h	Demonstrate knowledge of scenarios where the expertise of other health care providers is a key element in dietetic practice.
				j	Demonstrate knowledge of principles of informed consent.
			Y s s	k	Demonstrate knowledge of methods to obtain informed consent
				m	Demonstrate knowledge of the elements of professional boundaries
				n	Recognize non-compliance with professional boundaries.

Weight (%)	Competency #	Practice Competencies	Minimum 1 item	Indicator #	Performance Indicators
1-2	1.03	<i>Practice according to organizational requirements</i>			
				a	Demonstrate knowledge of the role and features of job descriptions.
				c	Demonstrate knowledge of policies and directives specific to practice setting.
4	1.04	<i>Practice within limits of individual level of knowledge and skills</i>			
				a	Demonstrate knowledge of principles of reflective practice
			Y e s	c	Recognize situations which are beyond personal capacity
				d	Address situations beyond personal capacity by consultation, referral or further learning.
1-2	1.05	<i>Address professional development needs.</i>			
				a	Demonstrate knowledge of principles of self-assessment and learning plan development.
3-4	1.06	<i>Use a systematic approach to decision making</i>			
			Y e s	b	Demonstrate knowledge of ethical principles for decision making.
				c	Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.
				d	Demonstrate knowledge of contextual factors that may influence decision making.
			Y e s	f	Apply ethical principles.

Weight (%)	Competency #	Practice Competencies	Minimum 1 item	Indicator #	Performance Indicators
4	1.07	<i>Maintain a client-centered focus.</i>			
			Y e s	a	Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.
				c	Determine client perspectives and needs
				d	Integrate client perspectives and needs into practice activities
				e	Identify services and resources relevant to client needs.
1	1.08	<i>Maintain time and workload effectively</i>			
				a	Demonstrative knowledge of principles for managing time and workload.
1	1.09	<i>Use technologies to support practice.</i>			
				a	Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.
1	1.10	<i>Ensure appropriate and secure documentation</i>			
				c	Demonstrate knowledge of principles of security and access.
1	1.11	<i>Assess and enhance approaches to dietetic practice.</i>			
				d	Recognize the importance of new knowledge to support or enhance practice.
2	1.12	<i>Contribute to advocacy efforts related to nutrition and health</i>			
			Y e s	a	Demonstrate knowledge of principles of advocacy.
				b	Identify advocacy opportunities and activities in dietetic practice.

Weight (%)	Competency #	Practice Competencies	Minimum 1 item	Indicator #	Performance Indicators
1	1.13	<i>Participate in practice-based research</i>			
				a	Demonstrate knowledge of research and evaluation principles.
24 (13%)	<b>2. Communication and Collaboration</b> <i>Communicate effectively and practice collaboratively</i>				
5	2.01	<i>Select appropriate communication and approaches</i>			
				a	Demonstrate knowledge of opportunities for and barriers to communicate
				c	Demonstrate knowledge of communication techniques, and their appropriate uses.
			Yes	e	Demonstrate knowledge of medical and dietetics-related terminology.
				f	Demonstrate knowledge of practice-setting-related-terminology
2-3	2.02	<i>Use effective written communication skills</i>			
				a	Demonstrate knowledge of ways to determine written communication needs of the reader.
2-3	2.03	<i>Use effective oral communication skills</i>			
				a	Demonstrate knowledge of elements of effective oral communication.
5-6	2.04	<i>Use effective interpersonal skills</i>			
				a	Demonstrate knowledge of principles of active learning.
				c	Demonstrate knowledge of ways to engage in respectful communication.
				e	Demonstrate knowledge of ways to communicate empathically.

Weight (%)	Competency #	Practice Competencies	Minimum 1 item	Indicator #	Performance Indicators
				g	Demonstrate knowledge of ways to establish rapport in communication.
				i	Demonstrate knowledge of counselling principles.
				k	Demonstrate knowledge of principles of negotiation and conflict management.
5-6	2.05	<i>Contribute to the learning of others</i>			
				b	Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.
				d	Demonstrate knowledge of educational strategies relevant to practice and their appropriate uses.
				f	Demonstrate knowledge of learning resources, and their appropriate use in practice.
				l	Demonstrate knowledge of ways to develop and deliver effective group educational sessions.
4-6	2.06	<i>Contribute productively to teamwork and collaborative processes.</i>			
				b	Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.
				d	Demonstrate knowledge of scenarios where the expertise of other health care providers is a key element in dietetic practice.
				h	Demonstrate knowledge of principles of teamwork and collaboration.
65 35.1%	<b>3. Nutrition Care</b> <i>Provide services to meet the nutrition-care of individuals.</i>				
28-29	3.01	<i>Assess nutrition-related risks and needs.</i>			
				a	Demonstrate knowledge of principles for selection and use of nutrition risk screening strategies.
			Y e s	c	Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.

<b>Weight (%)</b>	<b>Competency #</b>	<b><i>Practice Competencies</i></b>	<b>Minimum 1 item</b>	<b>Indicator #</b>	<b><i>Performance Indicators</i></b>
				d	Identify relevant assessment data to collect.
				e	Demonstrate knowledge of methods to obtain perspective of client, family and/or relevant others.
				j	Demonstrate knowledge of ways to obtain and interpret demographic, psycho-social and health behaviour history.
				k	Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour data.
				m	Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.
				n	Obtain and interpret food and nutrient intake data.
				p	Identify client learning needs related to food and nutrition.
				q	Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.
				r	Obtain and interpret anthropometric data.
			Y e S	s	Demonstrate knowledge of ways to obtain and interpret biochemical and medical test/procedure data.
				u	Obtain and interpret biochemical data and results from medical tests and procedures.
				v	Demonstrate knowledge of ways to obtain and interpret information from mealtime/feeding observations.
				w	Obtain and interpret information from mealtime/feeding observations.
				x	Identify signs and symptoms of nutrient deficiencies or excesses.
			Y e S	y	Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.
			Y e S	aa	Identify signs and symptoms of dysphagia.

Weight (%)	Competency #	<i>Practice Competencies</i>	Minimum 1 item	Indicator #	<i>Performance Indicators</i>
				bb	Demonstrate knowledge of principles for swallowing assessment.
				dd	Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.
				ff	Determine client nutritional requirements
				hh	Integrate assessment findings to identify nutrition problem (s).
28-29	3.02	<i>Develop nutrition care plans</i>			
			Y e s	a	Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources.
				c	Demonstrate knowledge of ways to identify and select appropriate nutrition interventions.
			Y e s	e	Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.
				g	Demonstrate knowledge of principles for development and modification of meal plans.
				i	Demonstrate knowledge of principles for supplement selection and use.
			Y e s	j	Determine supplementation needs.
			Y e s	k	Demonstrate knowledge of principles of enteral nutrition.
			Y e s	o	Demonstrate knowledge of parenteral nutrition.
				s	Demonstrate knowledge of principles for development of a client support plan.
				u	Demonstrate knowledge of principles for development of a client education plan.

Weight (%)	Competency #	Practice Competencies	Minimum 1 item	Indicator #	Performance Indicators
				w	Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes.
3-4	3.03	<i>Manage implementation of nutrition care plans</i>			
				c	Identify the roles of team members in supporting the implementation of a care plan.
5-6	3.04	<i>Evaluate and modify nutrition care plan as appropriate.</i>			
				b	Identify factors impacting the achievement of outcomes.
				c	Identify necessary changes to nutrition care plan.
28 15.1%	<b>4. Population and Public Health</b> <i>Promote the nutrition health of groups, communities and populations.</i>				
14	4.01	<i>Assess food and nutrition related issues of groups, communities and populations</i>			
				a	Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.
				b	Identify information needed to assess food and nutrition-related issues of a group, community or population.
				c	Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.
				e	Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.
				g	Demonstrate knowledge of sources of and methods to obtain health status data.
				h	Obtain and interpret health status data.
				i	Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.



Weight (%)	Competency #	Practice Competencies	Minimum 1 item	Indicator #	Performance Indicators
				k	Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.
				n	Identify relevant group, community or population assets and resources.
				o	Demonstrate knowledge of methods to integrate assessment data to establish priorities for population health approaches related to food and nutrition.
				p	Integrate assessment findings to identify priorities for population health approaches related to food and nutrition.
6	4.02	<i>Develop population health plan.</i>			
				b	Identify goals and objectives for population health related to food and nutrition.
				d	Identify appropriate strategies to meet goals and objectives for population health.
4-5	4.03	<i>Implement population health plan</i>			
				a	Demonstrate knowledge of ways to coordinate and deliver population health activities.
4	4.04	<i>Evaluate and modify population health plan as appropriate</i>			
				a	Demonstrate knowledge of processes and outcomes used to evaluate the effectiveness of population health activities.
41 22%	<b>5. Management</b> <i>Manage programs, projects and services related to dietetics.</i>				
11	<i>5.01 Assess strengths and needs of programs and services related to dietetics.</i>				
				a	Demonstrate knowledge of strategic and operational planning principles.
				d	Identify relevant assessment information.

<b>Weight (%)</b>	<b>Competency #</b>	<b><i>Practice Competencies</i></b>	<b>Minimum 1 item</b>	<b>Indicator #</b>	<b><i>Performance Indicators</i></b>
				e	Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders.
				g	Demonstrate knowledge of ways to report budgetary and financial management information.
				i	Demonstrate knowledge of sources of standards and compliance data.
				k	Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.
				m	Demonstrate knowledge of sources of stakeholder satisfaction information.
				o	Demonstrate knowledge of ways to report human resource management information.
				s	Demonstrate knowledge of principles to evaluate effectiveness in achieving goals and objectives.
<b>11</b>	<b>5.02</b>	<b><i>Manage programs and projects.</i></b>			
				b	Identify appropriate goals and objectives for a program or project.
				c	Identify strategies to meet goals and objectives for a program or project.
				d	Demonstrate knowledge of typical components of an action plan for a program or project.
				f	Demonstrate knowledge of ways to establish a program or project budget.
				h	Demonstrate knowledge of responsibilities of a program or project manager.
				k	Demonstrate knowledge of information needs and orientation strategies for staff and volunteers.
				m	Demonstrate knowledge of training and education needs of staff and volunteers.
				o	Demonstrate knowledge of staff recruitment activities.
				q	Demonstrate knowledge of staff development and performance management activities.

<b>Weight (%)</b>	<b>Competency #</b>	<b><i>Practice Competencies</i></b>	<b>Minimum 1 item</b>	<b>Indicator #</b>	<b><i>Performance Indicators</i></b>
				u	Demonstrate knowledge of methods used to monitor expenditures and equipment and material usage.
19	5.03	<i>Manage food services.</i>			
				a	Demonstrate knowledge of ways to determine food service needs of a client group.
				b	Identify the food service needs of a client group based upon their nutritional, cultural and physical characteristics.
				d	Identify human, financial, technical and equipment resources required for the provision of food services.
			Y e s	e	Demonstrate knowledge of menu development and modification principles.
			Y e s	g	Demonstrate knowledge of processes for purchasing, receiving, storage, inventory control and disposal activities in food services.
				i	Demonstrate knowledge of food production and distribution procedures in food services.
				m	Demonstrate knowledge of approaches to marketing food services.

## Appendix H

### Knowledge Topics

The following list relates to questions that test knowledge and comprehension of knowledge. This is not considered an all-inclusive list. Please refer to the foundational knowledge section in the Integrated Competencies for Dietetic Education and Practice (See: Appendix B).

Topics can sometimes be applied to numerous settings including:

*Public health units, home care agencies, community health centres, hospitals and other primary/tertiary institutional health care facilities, long-term care facilities, hospice and palliative care, business and industry, government and non-governmental agencies (i.e. not for profit associations), unionized/non-unionized, cafeterias, food banks, day care, restaurants, private practice, primary care settings, family practice, food and pharmaceutical companies.*

#### Communication and Education Principles

- Communication: principles of counselling, formal/informal, direct/indirect, verbal/non-verbal, group/individual, written
- Education: implementation and evaluation, literacy, mass media, principles of education
- Factors Influencing Education: cultural, religious, holistic/spiritual, literacy, health and behaviour theory

#### Food and Nutritional Science

- Food Technology (e.g., chemical composition, effects of food preparation on physical and chemical properties of foods, food additives, functional foods, nutraceuticals)
- Fundamentals of Human Nutrition (e.g., chemistry, physiology, metabolism)
- Laboratory Assessment/Interpretation (e.g., function of indicators, significance/purpose of test, clinical implications for the following tests)
  - hemoglobin, electrolytes, minerals, glucose, lipoproteins, hematocrit, A1C (glycosylated hemoglobin), MCHC (Mean Corpuscular Hematocrit), MCV (Mean Corpuscular Volume), leukocytes, albumin, liver function tests, urea, creatinine, ferritin)
- Nutrition through the Life Cycle (e.g., adult, pregnancy, lactation, infant, toddler and pre-school, school age, adolescent, elderly)
- Nutrition Standards (e.g., indices to assess energy, protein, and fluid requirements, body composition, data collection techniques, conditions suggesting nutritional risk, diet assessment, computer-assisted assessment, anthropometric assessment, drug-nutrient interaction, biochemical assessment, subjective global assessment, physical assessment)
- Population Health, Food and Nutrition Surveillance (e.g., Canadian Community Health Study CCHS Cycle 2.2 – Nutrition, heart health surveys)

#### Food and Nutrition Systems

- Food Service Systems (e.g., organizational structure, facility layout, client relations, sanitation, satisfaction)
- Distribution and service (e.g., conventional vs cold plating, equipment selection, centralized vs decentralized)
- Menu planning (e.g., customer trends, selective vs non-selective, pilferage, cycle length, modified menus—special and therapeutic needs, ethnic and religious considerations)

- Procurement (e.g., purchasing standards, purchasing groups/prime vendor, tenders)
- Production (e.g., flow, quantity preparation, recipe standardization, portion control, outsourcing,)
- Inventory Management (e.g., types, turnover ratios)
- Computer systems (e.g., diet office, menu management)

### **Health Promotion/Disease Prevention**

- Community Development
- Disease Prevention (e.g., cancer, heart disease, eating disorders, HIV)
- Food Safety
- Food Security
- Principles of Health Promotion (e.g., coalition building, program planning, social marketing)
- Program Management: planning, implementation and evaluation

### **Management**

- Financial Management (e.g., budgeting, revenue generation, cost-effectiveness, profit/loss)
- Human Resources (e.g., staffing, interviewing and selection, orientation and training, job analysis, Human Rights Code, Employment Standards, conflict resolution, labour relations, staff scheduling, employee evaluation, performance reviews, attendance management)
- Monitoring Controls (e.g., menu pricing, performance indicators, meal days, computer applications e.g., Point-of-Sale, spreadsheets)
- Sales Process (e.g., target development, sales analysis, account management, business development)

### **Nutrition Care**

- For each disease/condition:
  - diagnostic criteria, if applicable
  - effect on nutrition
  - rationale for nutrition care
  - matching diet to condition and treatment
  - effect of treatment (nutritional/drug/medical therapy)
  - monitoring/evaluation of therapy
- Cardiovascular (CVD) (e.g., atherosclerosis, hyperlipidemia, coronary heart disease, hypertension)
- Diabetes Mellitus (e.g., type 1/type 2 diabetes mellitus, gestational diabetes)
- Eating Disorders (e.g., obesity, anorexia, bulimia)
- Food Allergies/Intolerances
- Gastrointestinal (GI) Tract Diseases and Disorders (e.g., swallowing disorders, reflux, peptic ulcer, irritable bowel, ulcerative colitis, dumping syndrome, Crohn's disease, celiac, pancreatitis, constipation/diarrhea)
- Hepatic Disease
- Hyper/Hypo Metabolism (e.g., starvation, metabolic response to starvation, trauma, stress, burns, thyroid conditions)
- Hypoglycemia/Hyperglycemia
- Immunosuppression (HIV/AIDS)
- Lifestyle Nutrition (e.g., sports nutrition, vegetarianism, alternative/complementary care)

- Mental Health (e.g., food intake problems, drug/nutrient interaction)
- Micronutrient Malnutrition: indicators and effects
- Neurological Disorders and Injury (e.g., stroke, dysphagia, dementia, degenerative disease and immobility)
- Nutrition Support (e.g., parenteral nutrition and enteral nutrition, product specification, routes of administration and monitoring, transitional feeding)
- Osteoporosis
- Obesity
- Oncology, Palliative Care
- Protein/Energy Malnutrition: indicators and effects (e.g., failure-to-thrive refeeding syndrome)
- Renal Disease (e.g., nephrotic syndrome, hemodialysis, continuous
- Ambulatory peritoneal dialysis, acute renal failure, end-stage renal disease, early renal insufficiency)
- Respiratory Disease (e.g., chronic obstructive pulmonary disease, cystic fibrosis)

### **Policies and Standards**

- Nutrition Education: nutrition policy and guidelines (e.g., refer to the Health Canada website)
- Nutrition Standards (e.g., DRIs, Canada's Food Guide)
- Practice Guidelines (e.g., documentation, ethical/legal issues, sharing information with colleagues, confidentiality)
- Professional Standards/Scope of Practice (e.g., feeding the terminally ill, consent issues, abuse prevention)
- Public Policy (e.g., nutrition labelling)
- Quality Assurance: tools, process, indicators, systems (e.g., HACCP [Hazard Assessment Critical Control Point], CQI [Continuous Quality Improvement]/TQM [Total Quality Management], Risk Management)

### **Research**

- Consumer Research
- Market Research (e.g., client satisfaction, merchandising, 4Ps-product, price, place, promotion)
- Practice-based Research
- Research Process (e.g., critical appraisal of the literature, needs assessment, survey, sampling methods, study design, reliable and valid measures, analysis, interpretation)

## **Appendix I**

### **Example Exam Questions**

#### **PASSAGE 1 (Questions 1 to 4 refer to this case)**

A dietitian has been consulted to review the texture modified menu in a long-term care facility. The dietitian was also asked to provide recommendations on using outsourced products to include on the texture modified menu. The present non-selective texture modified menu provides 30-35 g of protein and 6,800-9,200 kJ (1,600-2,200 kcal) per day. In addition, residents are offered three between-meal nourishments. The last audit indicated that 40% of the time, residents did not accept the nourishments offered.

1. What is the primary concern with the texture modified menu?
  1. Inadequate energy
  2. Inadequate protein
  3. Inadequate number of meals
  4. Inadequate number of nourishments
  
2. What action should the dietitian take regarding the unaccepted nourishments?
  1. Arrange a taste test of different nourishments with residents
  2. Discuss possible solutions with the residence council
  3. Collaborate with the clients to identify the problem
  4. Eliminate the nourishments and increase meal portions
  
3. The dietitian recommends purchasing outsourced texture modified entrées on a one-month trial. The entrées will be evaluated on many factors during the trial. When the dietitian makes a final recommendation, what should be the deciding factor?
  1. Cost savings in labour hours
  2. Refrigerator and freezer storage space
  3. Acceptance of the entrées by residents
  4. Cost of the outsourced entrées
  
4. What action should the dietitian recommend for initiating the one-month trial?
  1. Approach the manufacturer's representative to coordinate the trial
  2. Meet with staff to discuss the new products and handling procedures
  3. Instruct a supervisor on how to test the new products
  4. Speak to nursing staff to build consensus

**END OF PASSAGE 1**

**PASSAGE 2 (Questions 5 to 10 refer to this case)**

A 25-year-old client with cerebral palsy (CP) lives in a group home. The client's motor, mental and communication functions are partly affected by their CP. The client has recently been diagnosed with end-stage renal disease (ESRD). The dietitian has been consulted as the client is about to begin dialysis treatment.

5. How are diets for end-stage renal disease (ESRD) and dialysis different?
1. The recommended amount of protein for ESRD is lower than that for dialysis
  2. The recommended amount of protein for ESRD is higher than that for dialysis
  3. The recommended amount of energy for ESRD is lower than that for dialysis
  4. The recommended amount of energy for ESRD is higher than that for dialysis
6. To decide on the type of dialysis for the client, who should be consulted, in addition to the renal team and the administrator of the group home?
1. The client and the client's family
  2. A designated decision-maker for the client
  3. The client's family and the designated decision-maker for the client
  4. The client and designated decision-maker
7. If the client goes on hemodialysis, which conditions should the dietitian consider in the long term?
1. Hypokalemia and hyperphosphatemia
  2. Dyslipidemia and osteodystrophy
  3. Hyperkalemia and hypophosphatemia
  4. Hypotension and diabetes
8. The client is known to consume large amounts of fresh vegetables and fruits. Which condition will most likely result if he continues this diet?
1. Hyperkalemia
  2. Hyperphosphatemia
  3. Hyponatremia
  4. Hypomagnesemia
9. The group home manager calls the dietitian to report that the client has been eating potato chips frequently. The client has some edema and rising blood pressure. What action should the dietitian take?
1. Remind the client about the importance of following the meal plan
  2. Explain to the administrator that the client has been advised about their diet already
  3. Ask the personal care workers to monitor the client's health
- Meet with the client and the designated decision-maker to discuss the situation
10. One month later, the client is on hemodialysis and arrives for dialysis with a weight gain of 2 kg over the prescribed limit. The client has normal serum sodium. What is the most likely dietary cause of the client's weight gain?



1. Too much phosphorous and potassium
2. Too much fluid and potassium
3. Too much magnesium and chloride
4. Too much fluid and sodium

**END OF PASSAGE 2**

**PASSAGE 3 (QUESTIONS 11 to 14 refer to this case)**

The client is referred to the dietitian because of high serum cholesterol and triglycerides. Both the client's mother and sister died of heart failure. The client is a smoker, 20 kg overweight and inactive. The client has been on low-carbohydrate, high-protein diets several times in the last few years resulting in short-term weight loss.

11. During the initial interview when asked about readiness for lifestyle change, the client's response is "I have tried many times to lose weight and it doesn't work. My lifestyle has nothing to do with heart problems. It is in my family." At what stage of change is the client?
1. Precontemplation
  2. Contemplation
  3. Preparation
  4. Action
12. After several months, the client returns to see the dietitian, having experienced angina and is frightened. The client says, "I will do anything not to die like my sister and mom." What should the dietitian do first?
1. Identify potential barriers to change
  2. Register the client for heart health group sessions
  3. Help the client establish goals for change
  4. Discuss coping strategies for relapse
13. Which anthropometric measure would best predict this client's risk for heart disease?
1. Percent ideal body weight
  2. Percent usual body weight
  3. Waist circumference
  4. Multiple skinfold thicknesses
14. After one year, the client has reached her goals of lowering serum cholesterol and triglycerides through a combination of lifestyle changes. The client reports having quit smoking, is walking daily and eating a healthy diet but is disappointed with a 5 kg weight loss. The client wants to go back on a low-carbohydrate, high-protein diet to lose more weight. What would be the dietitian's best approach?
1. Redesign the client's meal plan to limit carbohydrates to 60 g daily
  2. Reinforce the client's positive lifestyle changes
  3. Help the client design an exercise program using weights
  4. Re-evaluate the client's nutrition care plan

**END OF PASSAGE 3**

**PASSAGE 4 (QUESTIONS 15 to 19 refer to this case)**

A client with a history of ovarian cancer is being treated with radiation. The client is admitted to the hospital with a high-output distal gastrointestinal fistula and has lost 15 kg in the last 4 months.

15. What nutrition intervention should the dietitian recommend?
1. Clear fluids to minimize residue
  2. Nasogastric enteral feeding to meet nutrition needs
  3. PN to meet nutrition needs
  4. Elemental enteral formula to minimize residue
16. The client is at risk for refeeding syndrome. Which electrolyte abnormalities should the dietitian monitor?
1. Hyponatremia and hypophosphatemia
  2. Hyponatremia and hyperphosphatemia
  3. Hypophosphatemia and hypokalemia
  4. Hypophosphatemia and hyperkalemia
17. The dietitian notices that the client's serum sodium is above the normal range. What is the most likely cause?
1. Overhydration
  2. Diuretic use
  3. Inadequate sodium intake
  4. Dehydration
18. The fistula has healed, and the physician asks the dietitian to reassess the client. What should the dietitian recommend?
1. Initiate nutrition support
  2. Initiate a regular meal plan
  3. Initiate clear fluids
  4. Initiate a low-fibre meal plan
19. The client is now on a regular meal plan and the dietitian wants to determine if nutrition needs are being met. What method would the dietitian use to get an estimate of the client's usual intake?
1. Obtain a 3-day food intake record
  2. Observe the client at mealtime
  3. Complete a 24-hr food recall
  4. Request nursing for comments on the client's intake

**END OF PASSAGE 4**

## INDEPENDENT QUESTIONS

20. A patient is admitted to hospital for shortness of breath, nausea, vomiting and ascites. The patient reports a recent rapid weight gain of 7 kg (height: 160 cm, current weight: 67 kg). Upon admission, lab data reveal a low serum albumin and normal liver function tests. The patient's diet provides about 6,800 kJ (1,600 kcal) and 60 g protein. Which conclusion should the dietitian make based on this information?
1. Weight gain is a positive indicator of improved nutrition status
  2. Recent weight gain reflects an increased oral intake
  3. Serum albumin is low due to the intake of a low-protein diet
  4. Recent weight gain is related to low serum albumin
21. A client is referred to the dietitian for an initial visit about their lactose intolerance. The referral form indicates that the client is apprehensive and reluctant to discuss their symptoms. Which action would be most effective when counselling the client?
1. Ask the client questions to assess verbal and non-verbal responses
  2. Ask the client to record and email their symptoms before their next appointment
  3. Provide the client with a list of lactose-free products
  4. Outline the dietary changes the client will have to make
22. An objective of a high school nutrition program is to increase the daily consumption of vegetables and fruit. Which tool will the dietitian use to assess behaviour change?
1. Food frequency questionnaire
  2. 3-day food record
  3. Pre- and post-program questionnaire
  4. Focus groups
23. Which manifestations are characteristic of bulimia nervosa?
1. Knuckle calluses, unwillingness to discuss food intake, amenorrhea
  2. Erosion of dental enamel, knuckle calluses, psychological distress
  3. Hypertension, low blood sugar, history of weight change
  4. Ketoacidosis, hypotension, edema
24. The dietitian in a long-term care facility sees the cook place a tray of newly-made egg salad sandwiches on the counter. An hour later the sandwiches are still there. According to Hazard Analysis Critical Control Point (HACCP) guidelines, what should the dietitian do first?
1. Ask the cook when the sandwiches were prepared
  2. Take the temperature of the sandwiches
  3. Discard the sandwiches and substitute fresh sandwiches
  4. Refrigerate the sandwiches immediately until service

25. The dietitian is developing education materials to use in a pre-retirement worksite health promotion program. The dietitian wants to be sure the audience understands the messages. The participants include several ethnic groups with a range of literacy skills. Which strategy would be most effective for the dietitian to use?
1. Hold a focus group with a representative sample of participants to pilot the materials
  2. Distribute a questionnaire at the end of the program to assess understanding
  3. Use pictures, charts and diagrams to reinforce information presented in written form
  4. Assess readability to confirm all materials are written at grade 6 level
26. A teenage client is referred to the dietitian because they refuse to consume milk products believing this will cause weight gain. What should the dietitian do first?
1. Suggest daily calcium and vitamin D supplement
  2. Review calorie and fat content of milk products
  3. Determine why the client is concerned about weight gain
  4. Check the client's BMI to determine if it is in the healthy weight range
27. A group of people living independently in a senior citizens residence asks the community dietitian for information about shopping and cooking for one. What should the dietitian do first?
1. Discuss with the residents their current food shopping and cooking practices
  2. Organize a grocery store tour to point out the single serving foods available
  3. Conduct a written survey with the residents to determine food preferences and nutrition knowledge
  4. Organize cooking classes at the senior citizens' residence
28. A 3-month-old breastfed infant is referred to the dietitian. The infant's weight is at the 3<sup>rd</sup> percentile and length is at the 40<sup>th</sup> percentile. No other medical problems are identified. The mother reports that the infant feeds frequently and requires four diaper changes per day. What should the dietitian do first?
1. Advise the mother to feed the infant more frequently
  2. Refer the infant's mother to a breastfeeding support group
  3. Obtain more information about the number and duration of feeds per day
  4. Suggest the infant's mother supplement breastfeeding with an infant formula
29. A community dietitian is starting to work with a Canada Prenatal Nutrition Program. A goal of this program is to increase the breastfeeding rate. What initial step should the dietitian take when working with a community?
1. Outline the health benefits of breastfeeding using visual aids
  2. Help the program participants compare the cost of formula feeding to breastfeeding
  3. Discuss with each program participant which method of infant feeding they are considering
  4. Discuss how convenient breastfeeding can be for mothers

30. A client with bowel cancer is recovering from surgery, where most of the colon was removed. What is the dietitian's main concern for this patient?
1. Increased loss of calcium and vitamin D
  2. Decreased absorption of vitamin B<sub>12</sub>
  3. Decreased absorption of fat-soluble vitamins
  4. Increased loss of fluid and electrolytes
31. An adult on hemodialysis for chronic renal failure is referred to the dietitian for dietary assessment. The client is sedentary, weight is stable at 55 kg and their BMI is 20. The client is consuming about 7,500 KJ (1,800 kcal) and 45g protein per day. What should the dietitian address first?
1. Activity level
  2. Protein intake
  3. Energy intake
  4. Body weight
32. A consulting dietitian has been hired by a 200-bed long-term care facility to provide clinical nutrition services. While charting in the foodservice department, the dietitian notes a 20 L mixer bowl of hot pudding being wheeled into the refrigerator for chilling. What should the dietitian do first?
1. Suggest to the foodservice supervisor they use instant puddings that require no heating
  2. Document details of the incident and monitor staff food handling techniques
  3. Recommend more staff training in safe food handling
  4. Inform the foodservice supervisor to ensure the pudding is safely handled
33. The dietitian launches a community campaign to promote safe food handling practices during the barbecue season by distributing a pamphlet on this topic. The dietitian plans to evaluate the campaign by contacting a sample of people who receive the pamphlet. Which measure would best indicate that the campaign was successful?
1. A decrease in the number of people who experience food poisoning
  2. The number of people who report changing food handling practices after reading the pamphlet
  3. An increase in the number of people who use safe food handling practices
  4. The total number of people who report reading the pamphlet
34. The dietitian at a large health club wants to offer 'Heart Health' classes on a pay-per-session basis. The manager is unsure if the demand exists with the club members. What is the best way for the dietitian to assess present demand?
1. Interview fitness instructors and personal trainers regarding members needs
  2. Hold a focus group with club members
  3. Offer an information session for interested club members
  4. Survey all club members by questionnaire
35. The consulting dietitian in a hospital has been asked to implement a perpetual inventory system in the kitchen. What is the main advantage of this system?

1. It provides a running balance of all food items
  2. There is a separate card for all food items on hand
  3. Food items can be easily counted once a month
  4. Food items are listed in alphabetical order
36. A group of adults who are trying to lose weight want to learn more about food composition and food labelling in order to buy lower energy foods. Which activity would be most useful for the dietitian to arrange for these clients?
1. A grocery store tour with discussion of their questions
  2. Direct them to Health Canada's website for information on food labelling
  3. A taste test of a variety of lower energy foods
  4. A presentation on healthy eating and exercise
37. The health team in a rural community health centre is in the initial stages of developing a plan to reduce the risk factors for type 2 diabetes among women 20 to 50 years of age. What is most important for the team to undertake now?
1. Screen high-risk women using blood glucose levels
  2. Work with a local group of women to identify issues
  3. Provide evening nutrition and fitness classes throughout the week
  4. Start a newsletter for distribution to women through the centre
38. A client was referred to the dietitian to increase body weight. One of the goals set with the dietitian was for the client to consume two servings of high-energy oral liquid supplement per day. Three weeks later the client remains at their previous weight and states they did not take any of the supplements. What should the dietitian do first?
1. Review goals and remind the client to take the supplement
  2. Reset goals in collaboration with the client
  3. Recommend a different flavoured supplement
  4. Recommend more enjoyable foods such as cookies and fruit
39. For nutrition month, a dietitian managing a high school cafeteria introduced a daily low-fat special. Discount pricing and attractive signs have been unsuccessful in promoting sales. What should the dietitian do?
1. Discontinue the low-fat menu special
  2. Review the pricing of all menu items
  3. Remove fried food choices from the menu
  4. Explore other low-fat menu items with students
40. The dietitian has been asked to develop a lesson plan on the importance of breakfast for grade 3 students. The lesson will be delivered by teachers. What should the dietitian do first?
1. Develop learning objectives after discussion with teachers
  2. Develop learning activities appropriate for children in grade 3

3. Investigate computer games that appeal to children in grade 3
  4. Investigate breakfast-eating practices of the grade 3 teachers
41. A consulting dietitian works with a community centre that runs an after-school program for adolescents aged 12–14 years. Many of the adolescents have recently decided to become vegetarian. The program coordinator is concerned that the adolescents may not have enough information about this choice and asks the dietitian to help address this situation. What approach should the dietitian take?
1. Provide vegetarian snacks for the adolescents
  2. Design interactive vegan cooking sessions for the group
  3. Review high-iron meat substitutes with the coordinator
  4. Provide the coordinator with resources on vegetarian diets
42. A client with hyperlipidemia has successfully implemented the dietitian's recommendation to increase soluble fibre intake over the past three months. Which serum marker of hyperlipidemia should the dietitian expect to decrease the most?
1. Triglycerides
  2. LDL cholesterol
  3. HDL cholesterol
  4. Total cholesterol
43. A dietitian is asked by a workplace wellness committee to help them promote healthy eating to employees. What is the best approach to encourage long-term behavioural changes that will improve healthy eating in the workplace?
1. Provide an educational in-service on healthy eating for all employees
  2. Supply employees with fact sheets and pamphlets on healthy eating
  3. Develop workplace policies to enable healthy eating
  4. Provide managers with data that supports the benefits of healthy eating
44. A public health nurse returned from a school visit and informed the dietitian that the U.S. food guide is being used by a grade 6 teacher to teach healthy eating. What should the dietitian do?
1. Send a Canada's Food Guide poster to the teacher
  2. Contact the teacher to discuss Canada's Food Guide
  3. Develop a grade-specific educational kit promoting Canada's Food Guide
  4. Report the inappropriate practice to the school principal
45. The foodservice dietitian receives several complaints about an employee who becomes unprofessional and defensive under stress. What should the dietitian do first?



1. Give the employee a written warning
  2. Decrease the employee's workload
  3. Transfer the employee to another department
  4. Meet with the employee to determine a solution
46. A resident recently admitted to a long-term care facility has refused to eat for three days but is otherwise healthy. The resident's family is vocal about their concerns and insists the dietitian "do something". What is the first step the dietitian should take?
1. Discuss the refusal to eat with the resident and team members
  2. Encourage the family to voice their concerns to the resident
  3. Recommend that enteral feeding be initiated if refusal to eat continues
  4. Consult the physician for input on why this behaviour is occurring
47. The dietitian would like to determine if clients on long-term tube feeds require vitamin and mineral supplements. What should the dietitian do first?
1. Compare nutrients provided by volume of formula to the DRIs
  2. Conduct anthropometrics measures
  3. Assess for clinical signs of deficiencies
  4. Monitor biochemical measures

**Appendix J**  
**Exam Answers**  
**PASSAGE 1**

**Q1 Competency: NUTRITION CARE**

**DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**3.01 hh – Integrate assessment findings to identify nutrition problem(s)**

Option 1. Energy is within recommended intake for an elderly person.

**Option 2. 30-35 g of protein is inadequate. Between 10-35% of daily calories from protein is recommended for an elderly person.**

Option 3. Three meals a day is adequate especially when three between meal nourishments are also offered.

Option 4. Three nourishments a day is acceptable, standard practice.

**Q2 Competency: PROFESSIONAL PRACTICE**

**DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**1.07 c – Determine client perspectives and needs**

Option 1. While this could be an appropriate action at a later stage, it does not identify the cause of the problem, which would be the initial step.

Option 2. The residence council may not be aware of all the reasons why nourishments are not accepted. Same as Option 1.

**Option 3. The most accurate data will be collected directly from the clients. Then the problem can be analyzed.**

Option 4. Eliminating nourishments and increasing meal portions is not appropriate for long-term care. Residents can usually only eat small amounts at one time, so usually require smaller, more frequent meals.

**Q3 Competency: PROFESSIONAL PRACTICE**

**EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING AND APPLYING KNOWLEDGE**

**1.07 D – Integrate client perspectives and needs into practice activities**

Option 1. Labour savings are important but there will not be savings or quality service if clients do not eat the product and/or request something else.

Option 2. Storage space is not as important if residents do not accept the food product.

**Option 3. Clients' acceptance of the food product is the most important factor in selecting menu items. If clients are not satisfied, all the other factors will not matter. The product will not be eaten, and nutrition status may be impaired.**

Option 4. Product cost is important but there will not be savings if the residents do not eat the product and/or request something else.

**Q4 Competency: MANAGEMENT  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING AND APPLYING KNOWLEDGE  
5.01 e – Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders**

Option 1. Staff members are more familiar with kitchen routines than a representative, less biased, and are more likely identify other relevant issues.

**Option 2. The most appropriate method of initiating any trial is to discuss the trial products/changes in routine with the users (i.e. the staff preparing the product).**

Option 3. The supervisor should be aware of the changes to tasks, but it is the staff who should work with the products during a trial to assess fully.

Option 4. This group is neither the consumer nor the user. The dietitian could seek feedback from nursing staff about client acceptance once the trial has been initiated.

## PASSAGE 2

**Q5 Competency: NUTRITION CARE  
DEMONSTRATE BROAD KNOWLEDGE  
3.02 c – Demonstrate knowledge of ways to identify and select appropriate nutrition interventions**

**Option 1. ESRD diet is lower in protein because kidneys are unable to filter protein molecules. Dialysis helps this process allowing increased protein intake.**

Option 2. See Option 1.

Option 3. Kidney function does not impact energy intake.

Option 4. See Option 3.

**Q6 Competency: NUTRITION CARE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
3.01 e – Demonstrate knowledge of methods to obtain perspective of client, family and/or relevant others**

Option 1. The client might still be able to be involved in making the decision but may need a designated decision-maker to be present because their mental and communication functions are affected by CP. The client’s family may not be the designated decision-maker.

Option 2. The client might still be able to be involved in decisions concerning their condition, but the client was excluded.

Option 3. See Option 2.

**Option 4. The client might still be able to be involved in decisions but will need a designated decision-maker to be present.**

**Q7 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**3.02w – Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes**

- Option 1. Hyperphosphatemia should be monitored, but hyperkalemia (not hypokalemia) should be considered in the long term.
- Option 2. Atherosclerosis is the most frequent cause of death among patients maintained on long-term hemodialysis. Osteodystrophy can be caused by hyperphosphatemia which resorbs calcium from the bones.**
- Option 3. Hyperkalemia should be monitored, but hyperphosphatemia (not hypophosphatemia) should be monitored.
- Option 4. Hypertension (not hypotension) and diabetes should be monitored.

**Q8 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE  
3.01n – Obtain and interpret food and nutrient intake data**

- Option 1. Vegetables and fruits are high in potassium and could lead to hyperkalemia.**
- Option 2. Vegetables and fruits are not high in phosphorous.
- Option 3. Vegetables and fruits are low in sodium but would not cause hyponatremia.
- Option 4. Vegetables and fruit are a source of magnesium so would not cause hypomagnesemia.

**Q9 Competency: COMMUNICATION AND COLLABORATION  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
2.01 c– Demonstrate knowledge of communication techniques, and their appropriate uses**

- Option 1. Dietitian needs to determine the reasons why the client has not been following the prescribed meal plan.
- Option 2. Dietitian should not disregard the manager's concerns, especially if the client's blood pressure is rising and has edema.
- Option 3. Dietitian should monitor the client's health, not ask the foodservice managers to do this.
- Option 4. Dietitian should meet with the client to discuss their eating habits and evaluate the situation. The client might not be able to fully understand because of their affected mental and communication functions so the dietitian should include the designated decision-maker in the discussion.**

**Q10 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE  
3.01 x – Identify signs and symptoms of nutrient deficiencies or excesses**

- Option 1. Phosphorous and potassium will not affect weight.
- Option 2. Fluid intake would affect weight. Potassium would not.
- Option 3. Chloride helps maintain cellular fluid balance so too much chloride could cause water retention and weight gain. Magnesium does not cause water retention or weight gain.

- Option 4.** Weight gain in renal disease is usually linked to edema and can be caused by too much sodium (retains water). Total fluid consumption is also crucial because decline in renal function prevents elimination of excess fluids.

### PASSAGE 3

- Q11 Competency: NUTRITION CARE  
DEMONSTRATE BROAD KNOWLEDGE  
3.04 b – Identify factors impacting the achievement of outcomes**

- Option 1.** A client in precontemplation does not consider making any changes.  
Option 2. A client in contemplation is thinking about making some changes.  
Option 3. A client in preparation has read/thought about changes that could be made and is ready to start making changes.  
Option 4. A client in action has already made changes.

- Q12 Competency: PROFESSIONAL PRACTICE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
1.07d – Integrate client perspectives and needs into practice activities**

- Option 1. Barriers are identified at a later stage of change. The client is not quite ready to discuss barriers.  
Option 2. Registering for heart health group sessions is an action that may be appropriate once goals are established but would not be the first thing the dietitian would do.  
**Option 3.** The first step is for the dietitian to work with the client to establish goals that the client will accept.  
Option 4. Coping strategies are discussed when the person is in action stage.

- Q13 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE  
3.01 d – Identify relevant assessment data to collect**

- Option 1. Percent ideal body does not assess heart disease risk.  
Option 2. Percent usual body weight does not assess heart disease risk.  
**Option 3.** Waist circumference is an appropriate anthropometric measure to assess client's risk of heart disease. Abdominal fat can put an individual at risk for high blood pressure, high blood cholesterol, and heart disease.  
Option 4. Skinfold measurements are used to assess body fat and not a standard measure to assess heart disease risk.

- Q14 Competency: NUTRITION CARE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING**

**AND APPLYING KNOWLEDGE**

**3.04 c - Identify necessary changes to nutrition care plan**

- Option 1. This is not an appropriate amount of carbohydrate. The dietitian needs to re-evaluate the client's nutrition care plan.
- Option 2. Reinforcing lifestyle changes are not enough. The dietitian needs to re-evaluate the nutrition care plan.
- Option 3. The dietitian is not trained to provide an exercise program.
- Option 4. The dietitian should reassess the client's nutrition care plan before recommending any dietary changes.**

**PASSAGE 4**

**Q15 Competency: NUTRITION CARE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**3.02 o – Demonstrate knowledge of principles of parenteral nutrition**

- Option 1. When the fistula output is high and distal, discontinuation of oral intake is recommended because oral intake stimulates further loss of fluids, electrolytes and protein via the fistula.
- Option 2. In patients with a proximal fistula, if a nasojejun tube can be introduced beyond the site of the fistula, then these patients can be supported with enteral nutrition, provided that there are at least 4-5 feet of small bowel distal to it and no distal obstruction. In this case it is a distal fistula so nasogastric feeding is not appropriate.
- Option 3. When the fistula output is high, discontinuation of oral intake is recommended because oral intake stimulates further loss of fluids, electrolytes and protein via the fistula. A decrease in fistula output frequently occurs with the initiation of PN.**
- Option 4. It does not matter if an elemental formula is used. The recommendation is to not use the gut.

**Q16 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**3.01u –Obtain and interpret biochemical data and results from medical tests and procedures**

- Option 1. Sodium levels are not affected by refeeding syndrome unless there is dehydration.
- Option 2. See Option 1 for sodium. When refeeding syndrome occurs, there is a state of hypophosphatemia, not hyperphosphatemia.
- Option 3. In refeeding syndrome, a rapid increase in insulin stimulates movement of extracellular potassium and phosphate into the cells causing a rapid fall in blood concentrations of these ions.**
- Option 4. When refeeding syndrome occurs, there is a state of hypokalemia, not hyperkalemia.

**Q17 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**3.01 x –Identify signs and symptoms of nutrient deficiencies or excesses**

- Option 1. Not likely since there is a high-output fistula.
- Option 2. There is no mention in the case about diuretics nor would diuretics cause high serum sodium.
- Option 3. Even if sodium intake is high, it is unlikely that serum sodium will be high due to the high-output fistula.
- Option 4. High-output fistula is defined by fluid loss over 500 mL/day. A high-output fistula increases the possibility of fluid and electrolyte imbalance and puts the client at high risk of dehydration.**

**Q18 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE  
3.02o – Demonstrate knowledge of principles of parenteral nutrition**

- Option 1. Nutrition support can be an adjuvant treatment with clear fluids at first in order to meet nutrition requirements if oral intake is not sufficient but should not be used as the only source of nutrition unless oral intake is impossible (e.g., intubation).
- Option 2. A regular meal plan is not appropriate initially as the gastrointestinal tract is not ready for regular foods and needs to slowly adapt to oral intake.
- Option 3. Oral feeding should be initiated as soon as the gastrointestinal tract is functional. Dilute liquids are taken first and then, as the bowel adapts, the patient begins the slow return to a regular diet.**
- Option 4. A low-fibre meal plan is not appropriate initially since the gastrointestinal tract is not yet accustomed to solid foods.

**Q19 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE  
3.01 m – Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data**

- Option 1. A 3-day food record would provide the best picture of usual intake as it allows the dietitian to average intake over a 3-day period.**
- Option 2. This will provide information only for the observed meals, not total food intake.
- Option 3. A 24-hr recall provides no information about day-to-day variation of food intake.
- Option 4. Information from nursing can be subject to interpretation depending on the person. Also, often the rotation of nursing staff can change every 8-12 hours and from day to day so observations may not be consistent.

## INDEPENDENT QUESTIONS

**Q20 Competency: NUTRITION CARE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
3.01 hh - Integrate assessment findings to identify nutrition problem(s)**

- Option 1. Low serum albumin precludes an improved nutrition status.
- Option 2. An energy intake of only 6,800 kJ (1,600 kcal) could not be responsible for such a weight gain.

- Option 3. Protein intake is within the recommended amount for the client.
- Option 4.** **Rapid and significant weight gain is most likely due to a shift in fluid balance. This is supported by the low albumin level, which can result in edema, confirmed by the client's ascites.**

**Q21 Competency: COMMUNICATION AND COLLABORATION**  
**EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING AND APPLYING KNOWLEDGE**  
**2.04 g – Demonstrate knowledge of ways to establish rapport in communication**

- Option 1.** **Drawing client out puts them at ease and establishes rapport. Non-verbal communication is a reliable indicator of client apprehension.**
- Option 2. The dietitian must first determine the reasons for the client's apprehensions and reluctance to discuss symptoms. Changing to another form of communication will not do this
- Option 3. The dietitian should not give client information before confirming their symptoms and condition. This disregards the referral information provided.
- Option 4. See Option 3.

**Q22 Competency: POPULATION AND PUBLIC HEALTH**  
**DEMONSTRATE COMPREHENSION OF KNOWLEDGE**  
**4.04 a - Demonstrate knowledge of processes and outcomes used to evaluate the effectiveness of population health activities.**

- Option 1. This approach looks at an individual's eating habits and does not assess behavior change.
- Option 2. This approach assesses an individual's eating habits for a 3-day period and does not assess behavior change.
- Option 3.** **This approach assesses whether the behavioral change goals of the program have been achieved.**
- Option 4. This approach is a guided discussion to provide feedback and would not assess behaviour change.

**Q23 Competency: NUTRITION CARE**  
**DEMONSTRATE BROAD KNOWLEDGE**  
**3.01 y – Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data**

- Option 1. Knuckle calluses and unwillingness to discuss food may be seen but amenorrhea seldom occurs in bulimic clients who are often of normal weight.
- Option 2.** **Repeated scraping of knuckles on teeth when purging results in calluses. Habitual vomiting erodes tooth enamel. Bulimic clients are often depressed/have mood swings.**
- Option 3. Hypertension and history of weight change are common in bulimic clients, but not low blood sugar.
- Option 4. Hypotension and edema are common in bulimic clients, but ketoacidosis is not.



**Q24 Competency: MANAGEMENT  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
5.03 g – Demonstrate knowledge of processes for purchasing, receiving, storage, inventory  
control and disposal activities in food services**

- Option 1. The cook's information only becomes relevant after the temperature is taken.  
**Option 2. The temperature is the critical element that will determine whether the food is safe.**  
Option 3. The sandwiches may not have to be discarded or substituted once temperature is known.  
Option 4. Refrigeration at this point provides a potential for serving unsafe food.

**Q25 Competency: COMMUNICATION AND COLLABORATION  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
2.05 I – Demonstrate knowledge of ways to develop and deliver effective group educational  
sessions**

- Option 1. Pilot testing the materials in this way allows for revision as needed.**  
Option 2. This would provide information for developing materials for the next program but would provide no information for planning the current program.  
Option 3. This may not suit participants' learning styles.  
Option 4. Participants may be above or below grade 6 reading level. Does not consider the various ethnic groups.

**Q26 Competency: PROFESSIONAL PRACTICE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
1.07 c – Determine client perspectives and needs**

- Option 1. Before recommending supplements, alternate food sources should be considered.  
Option 2. This does not address the client's beliefs about milk products and weight gain.  
**Option 3. Before making any recommendations about food intake, the dietitian needs to understand the client's beliefs about weight gain.**  
Option 4. While this would be an appropriate part of nutrition assessment, the dietitian needs to first understand the client's beliefs about weight gain.

**Q27 Competency: POPULATION AND PUBLIC HEALTH  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE  
4.01 b – Identify information needed to assess food and nutrition-related issues of a group,  
community of population**

- OPTION 1. The dietitian cannot develop a plan of action without first learning what the residents are doing now.**  
OPTION 2. The dietitian needs to confirm the residents' priorities first, before providing an intervention such as this.

- OPTION 3. Written surveys may limit the number of respondents due to barriers such as literacy or physical impairments to reading or writing.
- OPTION 4. See Option 2.

**Q28 Competency: NUTRITION CARE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**3.01 c – Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment**

- OPTION 1. It is the mother's perception that the infant feeds frequently. The dietitian needs to assess the situation first.
- OPTION 2. Immediate action is required for the infant, whose growth is poor. Support is useful but does not address the issue.
- OPTION 3. More information is needed to identify the cause of poor growth before forming a plan of action.**
- OPTION 4. This may be a possible solution, but initially, more information is needed to identify the cause of poor growth before forming a plan of action.

**Q29 Competency: POPULATION AND PUBLIC HEALTH  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**4.02 d – Identify appropriate strategies to meet goals and objectives for population health.**

- Option 1. This would not be the most effective approach in this population to increase breastfeeding rates.
- Option 2. Calculating formula costs does not promote the benefits of breastfeeding.
- Option 3. The dietitian needs to determine the mothers' chosen method of feeding in order to determine the next step.**
- Option 4. This option does not take into consideration the mothers' informed decision about infant feeding practices.

**Q30 Competency: NUTRITION CARE  
DEMONSTRATE BROAD KNOWLEDGE  
3.01 hh – Integrate assessment findings to identify nutrition problem(s)**

- Option 1. This occurs more commonly with duodenum and jejunum resection.
- Option 2. This occurs more commonly with ileum resection.
- Option 3. This is most common with surgery of the duodenum and ileum.
- Option 4. This is most common with colon resection.**

**Q31 Competency: NUTRITION CARE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE  
3.01 hh – Integrate assessment findings to identify nutrition problem(s)**

- OPTION 1. The client is sedentary and that is of concern, but it is not the most important issue to address first.
- OPTION 2.** **Dietary protein needs are 1.2 g/kg, about 50% high biologic value protein, to make up losses through the dialysate. The client's needs are 55 kg x 1.2 g/kg = 66 g/day, and they are only consuming 45 g of protein.**
- OPTION 3. The client is sedentary and has a healthy BMI. There is no need to increase energy intake.
- OPTION 4. Weight is not an issue since it is stable, and the client has a healthy BMI.

**Q32 Competency PROFESSIONAL PRACTICE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**1.03 c – Demonstrate knowledge of policies and directives specific to practice setting**

- OPTION 1. This does not solve the problem of improper cooling which may put residents at risk of foodborne illness.
- OPTION 2. Documentation is needed but alone, this is inadequate for the seriousness of the situation.
- OPTION 3. More staff training may be needed but the first step is to deal with the immediate concern about the pudding.
- OPTION 4.** **The dietitian is consulting and is not an employee of the facility but given the seriousness of the situation must act. It is the dietitian's responsibility to bring an occurrence that may cause harm to the residents to the immediate attention of the foodservice supervisor who has responsibility for food production to ensure that corrective action is taken promptly.**

**Q33 Competency POPULATION AND PUBLIC HEALTH  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**4.04a – Demonstrate knowledge of processes and outcomes used to evaluate the effectiveness of population health activities.**

- Option 1. A decrease in the number of incidents of food poisoning may not be a direct result of the campaign.
- Option 2.** **This approach clearly assesses that the change in behaviour of the participants was a direct result of the campaign.**
- Option 3. An increase in the number of people who use safe food handling practices may not be a direct result of the campaign
- Option 4. Reading the pamphlet does not demonstrate a change in behaviour.

**Q34 Competency POPULATION AND PUBLIC HEALTH  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**4.01 c – Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information**

- OPTION 1. Fitness instructors and personal trainers cannot speak for the clients.

- OPTION 2. Focus groups are useful to gain insight and obtain advice/opinions. They involve a small number of people and would not necessarily provide information from most club members needed to assess the demand adequately.
- OPTION 3. This might give some indication of demand but would not answer the question about how many of the total membership would be willing to pay.
- OPTION 4. This is a systematic and efficient way to gather information and allows all members to respond.**

**Q35 Competency: MANAGEMENT  
DEMONSTRATE BROAD KNOWLEDGE**

**5.03 g – Demonstrate knowledge of processes for purchasing, receiving, storage, inventory control and disposal activities in food services**

- OPTION 1. This is the essence of a perpetual inventory.**
- OPTION 2. This can be done with a perpetual inventory but is not a major advantage.
- OPTION 3. This is true for a physical inventory, not a perpetual inventory.
- OPTION 4. Most inventory systems create an alphabetical listing, which by itself is not of particular value.

**Q36 Competency: POPULATION AND PUBLIC HEALTH  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**4.03 a – Demonstrate knowledge of ways to coordinate and deliver population health activities**

- OPTION 1. A hands-on tour in the store addresses both labelling and purchasing and is likely to have the greatest impact on the group’s future purchases of lower energy foods.**
- OPTION 2. Passive learning, although it may increase the group’s knowledge, is not as effective as application of that knowledge.
- OPTION 3. The group wants information about food composition and buying lower energy foods, not just how they taste.
- OPTION 4. This does not address the group’s needs.

**Q37 Competency: POPULATION AND PUBLIC HEALTH  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**4.01 c – Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.**

- Option 1. Screening blood glucose level does not reduce the risk factors for diabetes.
- Option 2. Conducting a needs assessment and collecting information from the priority group is the most effective strategy.**
- Option 3. This strategy does not consider the specific needs of the population.
- Option 4 Prior to a newsletter being developed, priority issues need to be identified.

**Q38 Competency: PROFESSIONAL PRACTICE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING**

**AND APPLYING KNOWLEDGE**

**1.07 c – Determine client perspectives and needs**

OPTION 1. The dietitian would have to first determine why the client did not take the supplements to learn if this is a viable option to suggest.

**OPTION 2. Goals should be determined in collaboration with the client.**

OPTION 3. See Option 1.

OPTION 4. See Option 1.

**Q39 Competency: PROFESSIONAL PRACTICE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**1.07 d - Integrate client perspectives and needs into practice activities**

OPTION 1. Further investigation of the problem is needed before acting.

OPTION 2. Pricing may not be the issue. See Option 1.

OPTION 3. This is a reasonable thing to do but fried foods may not be related to the lack of sales.

**OPTION 4. The dietitian needs to find solutions that the clients will accept.**

**APPENDIX I: Example Exam Questions continued**

**Q40 Competency: POPULATION AND PUBLIC HEALTH  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**4.02 b – Identify goals and objectives for population health related to food and nutrition**

**OPTION 1. Learning objectives must be defined before planning a program.**

OPTION 2. Learning activities would be planned to meet the learning objectives so would come after Option 1.

OPTION 3. Computer games may be helpful, but the learning objectives must be set first.

OPTION 4. This is not relevant as the lesson is for grade 3 students. This might be done as a way of engaging teachers who deliver the program but would not be a first step.

**Q41 Competency: POPULATION AND PUBLIC HEALTH  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**4.02d – Identify appropriate strategies to meet goals and objectives for population health.**

Option 1. The adolescents need vegetarian information, and the provision of snacks does not address this requirement.

**Option 2. A hands-on interactive cooking session is the best approach that will have the greatest impact to address the situation.**

Option 3. The coordinator is not the designated target group that requires the education.

Option 4. The dietitian is responsible to assess the needs of the adolescents and determine the priority needs of the audience not the coordinator.

**Q42 Competency: NUTRITION CARE  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**3.01 u – Obtain and interpret biochemical data and results from medical tests and procedures**

- Option 1. Having a healthy weight, limiting fats, sugars, and alcohol help decrease serum triglycerides.
- Option 2. Eating more soluble fibre is a key dietary intervention to help decrease LDL cholesterol.**
- Option 3. Losing weight, increasing exercise and eating healthier fats (monounsaturates and polyunsaturates) help increase HDL.
- Option 4. Increasing exercise, losing weight and eating healthier fats will help decrease total cholesterol.

**Q43 Competency: POPULATION AND PUBLIC HEALTH  
DEMONSTRATE COMPREHENSION OF KNOWLEDGE**

**4.02 b – Identify appropriate strategies to meet goals and objectives for population health**

- Option 1. Education sessions do not necessarily lead to behavioural changes.
- Option 2. Handouts do not necessarily lead to behavioural changes.
- Option 3. Policies can help change behaviours because they change the environment to enable healthy eating.**
- Option 4. This does not address the problem.

**Q44 Competency: COMMUNICATION AND COLLABORATION  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**2.04 c – Demonstrate knowledge of ways to engage in respectful communication**

- Option 1. Sending material without discussion may not be helpful.
- Option 2. It is best to discuss the issue on the telephone or in person to show support, not criticism.**
- Option 3. The dietitian would need to work with teachers and obtain their input when developing materials for their use.
- Option 4. It is always best to talk to the teacher first to build a positive working relationship and address the situation.

**Q45 Competency: MANAGEMENT  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**5.02 q – Demonstrate knowledge of staff development and performance management activities**

- Option 1. This may have to need to be done later but would not be a first step.
- Option 2. This may be a solution later but a discussion with the employee needs to occur first.
- Option 3. See Option 2.
- Option 4. The first step is to meet with the employee and listen to his perspective; a solution/further action can follow.**

**Q46 Competency: PROFESSIONAL PRACTICE**

**EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**1.07 d – Integrate client perspectives and needs into practice activities**

- Option 1.**     **Discussing the concern with the client and team members is the first step. Their perspectives must be understood first before actions/solutions are developed.**
- Option 2.     The dietitian has a responsibility to explore the family's concern. The dietitian cannot ignore this responsibility by putting it back on the family.
- Option 3.     It is too soon to decide on a solution before consulting with the client and the health care team and getting more information.
- Option 4.     It is the dietitian's responsibility to meet with the client and find out more about the problem before consulting with the physician.

**Q47     Competency: NUTRITION CARE  
EMPLOY CRITICAL THINKING BY ANALYZING, INTERPRETING  
AND APPLYING KNOWLEDGE**

**3.01 ff – Determine client nutritional requirements**

- Option 1.**     **These comparisons will give the dietitian the information needed to decide if the tube feeds meet client requirements.**
- Option 2.     This assessment would not give the dietitian information about the need for vitamin/mineral supplements.
- Option 3.     The dietitian would first determine if the standard tube feeding meet DRIs rather than wait for signs of deficiencies to appear (i.e., preventative/proactive approach).
- Option 4.     This may be done later but the first step is to compare the formulae with the DRIs for vitamins and minerals.

## **APPENDIX K**

### **References currently used in Canadian Programs**

The following are some of the publications currently in common use throughout Canadian institutions providing accredited food and nutrition baccalaureate programs and internships/practicums. This list does not attempt to include all acceptable references nor is it suggested that the Exam is necessarily based on these references. This list is provided as general reference guidance only. Please note that URLs for web-based references may change.

In preparation for the Exam, it is recommended that you review the Entry-Level Competencies (Appendix D) to identify those areas you may need to strengthen. As a well-prepared candidate:

- You will have a firm understanding of basic sciences (e.g. human physiology, biochemistry) as related to competent dietetic practice.
- You should feel capable of fulfilling each of the Professional Practice, Communication and Collaboration, Nutrition Care, Population and Public Health, and Management competency statements in all areas of dietetic practice.
- You will have reviewed the competency statements and your own self-assessment to help identify references to consult.

**Remember, the purpose of this Exam is to confirm minimal competence (entry-level ability), not to assess all of your dietetic knowledge or skill areas.**

#### **Government Publications/Nutrition Standards**

Health Canada Publications (available at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)).

Document examples:

- Canada's Food Guide 2019
- Nutrition Labelling
- Dietary Reference Intakes
- Prenatal Nutrition
- Infant Nutrition

#### **Dietitians of Canada**

- Dietitians of Canada Position Statements ([www.dietitians.ca](http://www.dietitians.ca))
- *Code of Ethics for the Dietetic Profession in Canada*
- Practice-based Evidence in Nutrition® ([www.pennutrition.com](http://www.pennutrition.com))
- Nutrition for optimal athletic performance
- School Nutrition Policy
- Food Fortification

#### **Community Nutrition**

- Boyle, M.A., Holben, D.H. *Community nutrition in action: An entrepreneurial approach* (6<sup>th</sup>Ed.). Belmont, CA: Wadsworth, 2013.
- Contento, I.R. *Nutrition education linking research, theory and practice* (3<sup>rd</sup> Ed.). Burlington, MA: Jones & Bartlett Learning, 2016.
- Edelstein, S. *Nutrition in public health: A handbook for developing programs and services* (4<sup>th</sup>Ed.). Sudbury, MA: Jones & Bartlett Learning, 2018.
- Issel, L.M. *Health promotion planning and evaluation: A practical, systematic approach for community health* (3<sup>rd</sup>Ed.). Burlington, MA: Jones & Bartlett Learning, 2014.



**Professional Standards** (available at [www.dietitians.ca](http://www.dietitians.ca) and provincial regulatory body websites)

- Dietitians of Canada. The Principles of Professional Practice  
<https://www.dietitians.ca/Downloads/Public/Principles-of-Prof-Practice---English.aspx>
- Dietitians of Canada. Professional Standards for Dietitians in Canada, 2000
- Provincial Regulations: Contact your Regulatory Body.

### **Clinical Nutrition**

- Diabetes Canada. Clinical practice guidelines for the prevention and management of diabetes in Canada. A position statement by the Canadian Diabetes Association. Can J Diabetes 42(1):2018. (available at [www.diabetes.ca](http://www.diabetes.ca))
- Mahan, L.K., Raymon, J.L., Krause's food & the nutrition care process (14<sup>th</sup> Ed.). St Louis, MO: Elsevier/Saunders, 2017.
- Rolfes, S.R., Pinna, K, Whitney, E. Understanding normal and clinical nutrition (10<sup>th</sup> Ed.). Belmont, CA: Wadsworth, 2015.
- Whitney, E, Rolfes, S.R., Hammond, G., Piche, L., Understanding nutrition (2<sup>nd</sup> Can. Ed). Canada: Nelson Education, 2016.

### **Communication**

- Bauer, K.D., Liou D., Sokolik C.A. Nutrition counseling and education skill development (2<sup>nd</sup> Ed.). Belmont, CA: Wadsworth Cengage Learning, 2012.
- Contento, I.R. Nutrition education linking research, theory and practice (3<sup>rd</sup> Ed.). Burlington, MA: Jones & Bartlett Learning, 2016.

### **Metabolism and Human Nutrition**

- Brown, J.E. Nutrition through the lifecycle (6<sup>th</sup> Ed.). Belmont, CA: Wadsworth, 2017.
- DeBruyne, L.K., Pinna, K., Whitney, E. Nutrition and diet therapy (9<sup>th</sup> Ed.). Cengage Learning: Boston, MA, 2016.
- Gropper, S.S., Smith, J.L., Groff, J.L. Advanced nutrition and human metabolism (7<sup>th</sup> Ed). Wadsworth Cengage Learning, USA, 2018.
- Nelms, M., Sucher, K.P., Lacey, K., Roth, S.L. Nutrition therapy and pathophysiology (3<sup>rd</sup> Ed.). Belmont, CA: Wadsworth, 2016.

### **Research**

- Neuman, W.L., Robson, K. Basics of social research: Qualitative and quantitative approaches (3<sup>rd</sup> Ed.). Pearson Canada Inc. Don Mills, Ontario, 2015.
- Palys, T., Atchison, C. Research decisions: Quantitative, qualitative, and mixed methods approaches (5<sup>th</sup> Ed.). Canada: Nelson Education, 2014.
- Trochim, W.M., Donnelly, J.P., Arora, K. Research methods: The essential knowledge base. Cengage Learning, Boston, MA, 2016.

## **Foodservice Management**

- Canadian Centre for Occupational Health and Safety. Foodservice Workers Safety Guide (6<sup>th</sup> Ed.). Hamilton, Ontario: 2011.
  - Canadian Restaurant and Foodservice Association. Food Safety Code of Practice for Canada's Foodservice Industry. Toronto, ON, 2015.
  - Gregoire, M.B. Foodservice organizations: A managerial and systems approach (9<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice Hall, 2017.
  - Payne-Palacio, J., Theis, M. Foodservice management: Principles and practices (13<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice Hall, 2016.
-

## APPENDIX L

### Candidate Rules Agreement

<b>Yardstick Assessment Strategies Inc. Candidate Instructions and Statement of Understanding</b>
<b>READ THIS INFORMATION CAREFULLY BEFORE CONTINUING</b>
All examinees are to complete all questions. There are no penalties for guessing, so you are encouraged to answer all the questions on the examination.
<p>1. The Canadian Dietetic Registration Examination (CDRE) is highly confidential. The examination questions are the property of the Alliance of Canadian Dietetic Regulatory Bodies (the Alliance). Unauthorized disclosure of the examination questions is prohibited under copyright laws. By digitally signing this candidate statement of understanding, you agree to maintain the confidentiality of the questions.</p> <p>You must therefore:</p> <ul style="list-style-type: none"><li>a. Keep the exam content confidential, even after the exam. This also includes not discussing the content with anyone who wrote the exam before you, with you or who has not written the exam yet.</li><li>b. Not use or be in possession of any electronic device (such as cell phones, cameras, pagers, iPods, etc.) during the exam and.</li><li>c. Realize that any recording or memorization of exam questions is strictly forbidden whether you intend to recreate parts of the exam for financial gain or not.</li></ul>
<p>2. By registering to take the CDRE, a candidate agrees to abide by all regulations, as well as oral and written instructions controlling the conduct of the examination. These regulations are intended to preserve the integrity of the examination process by providing standard test administration conditions that yield valid and reliable results.</p>
<p>3. Candidates may be observed at all times while they are taking the CDRE. This observation will include direct observation by proctors. Proctors may not necessarily inform you of their observations, but they are required to report behaviour that may violate the terms and regulations of the CDRE or other forms of irregular behaviour.</p>
<p>4. Any cheating and/or breach of confidentiality/security or any attempt to subvert the examination process by any candidate violates the purpose and principles of the examination. Any candidate who carries out, takes part in or who witnesses such behaviour must report it to the proctor, exam company and ultimately to the regulatory body as soon as possible.</p>

The Alliance strives to report results that accurately reflect the skill and performance of each candidate and represent a valid measure of their knowledge or competence as sampled by the examination. Accordingly, our standards and procedures for administering examinations have two related goals: giving candidates comparable opportunities to demonstrate their abilities and preventing any of them from gaining an unfair advantage over others.

To promote these objectives, the Alliance reserves the right to cancel or withhold any examination results when, in the sole opinion of the Alliance, a testing irregularity occurred; cheating has occurred; there is an apparent discrepancy in, or falsification of, a candidate's identification; a candidate engages in misconduct such as accessing unauthorized websites or materials or plagiarism; when aberrations in performance are detected for which there is no reasonable and satisfactory explanation; or the results are believed to be invalid for any other reason. Conduct occurring before, during or after testing that violates these principles may result in invalidation of examination results and/or revocation of one's registration with the regulatory body.

It is your obligation as an aspiring professional to report any test security issues (e.g., answer copying, circulation of any copyright material such as exam or practice test content, etc.) that you become aware of that occurred before, during, or after the exam administration. These incidents must be reported to the examination company and ultimately, the regulatory body immediately. Failure to do so, may result in disciplinary action.

In order to proceed with completing the exam you must verify that you have read, understand, and agree to abide by this statement.

I have read, understand and agree to abide by the above statement.

**APPENDIX M**  
**Candidate Declaration to Maintain Confidentiality**

All questions are confidential and the property of the **Alliance of Canadian Dietetic Regulatory Bodies**.

Candidates taking the **Canadian Dietetic Registration Examination** are prohibited from divulging content and must not, under any circumstances, share examination information with any person at any time.

Any **disclosures** or **discussion** of examination content is prohibited. Candidates who disclose examination content, **prior to, or at any time following** the examination, will be subject to penalty.

Candidates will be observed throughout the examination and contravention of examination protocol (cheating) will result in immediate disqualification and removal from the examination.

Each candidate is responsible for protecting the integrity of his or her answers. If cheating is detected at any time before, during or after the examination, those involved will be disqualified.

---

**DECLARATION**

**I acknowledge that I have read and understood the above notice regarding disclosure of examination content and cheating, and that I agree to abide with the provisions contained in it.**

---

Name (please print)

---

Signature

---

Date

## Appendix N

### 'CDRE: Examination Disqualification - Cheating

**INDEX NO:** CDRE EXAMINATION Policy #13

**SUBJECT:** Cheating Policy

**APPROVAL BY ALLIANCE:** October 2020

---

#### **POLICY:**

Cheating can include but is not limited to one or more of the following:

- a) Non-registered individuals posing as registered candidates.
- b) Accessing study materials or electronic devices during the exam or break.
- c) Attempting to observe another candidate's work.
- d) Seeking or giving aid to another candidate.
- e) Conversation or other communication with another candidate before, during or after the examination that would jeopardize the integrity or security of the examination.
- f) Falsifying accommodation request and documents.

Any candidate who undertakes any of the above actions will be disqualified from the examination.

#### **PROCEDURE:**

1. The examination company contract with each exam site will require monitoring of candidates for behaviours that suggest cheating.
2. Under some circumstances, the candidate may be blocked from continuing with the exam. All suspected instances of cheating must be reported to the examination company and ultimately to the regulatory body.
3. The regulatory body will take any further action in accordance with provincial regulation or by-law and policy.
  - a. notify the candidate of the disqualification and that disqualification is considered one of the candidate's three allowable attempts to pass the examination.
  - b. notify the examination company of disqualification.
4. The candidate may request an appeal of the disqualification according to CDRE Policy Number 12.