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Record of Upgrading Activities to Demonstrate Currency of Knowledge & Competence

This document is for applicants who are required to demonstrate currency of dietetic knowledge and competence before engaging in dietetic practice. The document is based on the Integrated Competencies for Dietetic Education and Practice (ICDEP) version 3.0 (2020), which are the national entry-to-practice competencies for the dietetics profession. The Regulator recognizes that the intensity of activity required to refresh the knowledge, skills and judgement will vary with each person depending on the number of years they have been away from dietetic practice, as well as the length of time they practiced dietetics prior to the gap.

How to use this document

The practice competencies listed in this document represent the jobs tasks that entry-level dietitians in Canada must be able to perform. The performance indicators are tasks that can be performed and evaluated to demonstrate achievement of a competency. For each performance indicator, document at least one activity which has been completed within the past three (3) years to update or refresh knowledge or skills in that area. You will notice two columns labelled “Academic” and “Practicum.” These are used to identify which performance indicators are assessed during academic education or the practicum for new graduates. The types of upgrading activities that you complete will depend on whether the performance indicator is assessed in the academic or practicum setting.

Please follow the template format below. Ensure continued competency activity descriptions provide sufficient evidence to demonstrate completion of the respective academic practicum performance indicators from the ICDEP.

Performance indicators assessed in the academic setting:

You may complete activities such as formal university courses, online learning, workshops, conferences, or self-study. In the respective columns, list the activities that you have completed related to each academic performance indicator. For formal study, attach proof that you have completed the course or workshop (e.g., a transcript, or certificate of completion). For informal learning or self-study activities, list the activities you completed and attach a description of the activity and a summary of how this learning demonstrates current knowledge related to the performance indicator.

Performance indicators assessed in the practicum setting:

You will be required to complete activities that can be observed and evaluated by a third party. In the respective columns, list the activities that you have completed related to each practicum performance indicator. Typically, this would mean a supervised practicum by a registered dietitian, however, simulated activities and courses or workshops with an applied component could be used as well. For courses or workshops, please attach a course description or outline and proof that you successfully completed it within the past three (3) years. For other activities (either through a practicum/placement, or simulated activity), attach a summary of the activity signed by the Registered Dietitian who supervised it.

Note: For both academic and practicum upgrading, please maintain the format of the chart below to easily facilitate the review of your submission by the Registration Committee. Columns will expand vertically as you type. Any attachments should be clearly referenced.

THE COMPETENCIES GRID WITH PERFORMANCE INDICATORS-V 3.0 (2020)

Note: Underlined terms in the following table are hyperlinked to definitions and references in the Glossary.

PRACTICE COMPETENCIES (workplace abilities expected of thedietitian at entry-to-practice)		PERFORMANCE INDICATORS (performance that will be assessed prior to registration)	PI ASSESSMENT K = Knows; KH – Knows How;SH – Shows How; D = Does (based on Miller's Pyramid)	What activities did you complete within the past three (3) years to demonstrate/maintain the currency of your knowledge and competence for this Performance Indicator?
			Assessment	
1.01	**Apply understanding of food composition and food science**	a. Demonstrate understanding of physical andchemical properties of food		
		b. Demonstrate understanding of food preparation, processing and preservation		
		c. Demonstrate understanding of the role of ingredients and their interaction in food preparation		
		d. Demonstrate understanding of the sensory evaluation of food		
		e. Demonstrate understanding of microbes in food		
		f. Identify sources of micronutrients and macronutrients in food		
		g. Identify sources of non-nutrient functional components in food		
1.02	**Apply understanding of food environments**	a. Demonstrate knowledge of government policy in regulating food products in Canada		
		b. Demonstrate understanding of factors affectingfood systems in Canada		
		c. Demonstrate awareness of Indigenous valuesand ways of knowing related to food environments		
		d. Demonstrate understanding of factors affectingfood security of Canadians		

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			Assessment	
		e. Demonstrate understanding of factors affectingfood safety		
		f. Demonstrate understanding of sustainable food systems		
1.03	**Apply understanding of human nutrition and metabolism**	a. Demonstrate understanding of the role ofnutrients and other food components		
		b. Demonstrate understanding of the processes of ingestion, digestion, absorption and excretion		
		c. Demonstrate understanding of metabolism		
1.04	**Apply understanding of dietary requirements and guidelines**	a. Demonstrate understanding of dietary requirements across the lifespan, in health anddisease		
		b. Demonstrate understanding of factors affecting energy balance in determining dietary requirements		
		c. Demonstrate understanding of current nutrition recommendations and dietary guidelines		
		d. Demonstrate understanding of how deficiencies and toxicities of nutrients affect health		
		e. Demonstrate understanding of the role of dietary supplements		
1.05	**Apply understanding of dietary practices**	a. Demonstrate understanding of behavioural theories relevant to food choice and eating		
		b. Demonstrate understanding of social aspects of food choice and eating		
		c. Demonstrate understanding of psychological aspects of food choice and eating		
		d. Demonstrate understanding of the impact of financial resources on food choice and eating		
		e. Demonstrate awareness of the role of Indigenous traditional / country foods in dietary practices		
		f. Demonstrate awareness of the role of religion and culture in dietary practices		
		g. Demonstrate knowledge of trends in food consumption		

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			Assessment	
1.06	**Integrate nutrition care principles and practices**	a. Demonstrate knowledge of human physiological systems in health and disease		
		b. Demonstrate knowledge of the etiology and pathophysiology of nutrition-related diseases		
		c. Demonstrate understanding of nutrition-related disease management strategies		
		d. Demonstrate understanding of the Nutrition Care Process		
1.07	**Integrate population health promotion principles and practices**	a. Demonstrate understanding of determinants of health, health equity, and social justice		
		b. Demonstrate knowledge of frameworks for population and public health		
		c. Demonstrate understanding of capacity development strategies related to community food and nutrition issues		
		d. Demonstrate understanding of health promotion concepts and approaches		
1.08	**Integrate quantity food provision principles and practices**	a. Demonstrate understanding of food provision strategies that foster health in individuals, communities and population		
		b. Demonstrate understanding of strategies that support sustainable food provision		
		c. Demonstrate knowledge of approaches to food marketing		
		d. Demonstrate knowledge of food provision in emergency planning		
2.01	**Practice within the context of Canadian diversity**	a. Demonstrate knowledge of the diversity in Canadian society		
		b. Demonstrate knowledge of health systems in Canada		
		c. Demonstrate understanding of the impact of diverse attitudes and values on health		
		d. Identify structures that impact health equity andsocial justice		
2.02	**Act ethically and with**	a. Treat others with respect		

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			Assessment	
	integrity	b. Act in a manner that engenders trust		
		c. Act in accordance with ethical principles		
		d. Accept accountability for decisions and actions		
		e. Act in a manner that upholds the reputation ofthe profession		
		f. Maintain professional boundaries		
2.03	**Practice in a manner that promotes cultural safety**	a. Act with sensitivity and humility with regard to diverse cultural groups		
		b. Demonstrate awareness of Indigenous valuesand ways of knowing related to health and wellness		
		c. Demonstrate awareness of the ongoing impact of colonization / residential schools / intergenerational trauma / systemic racism on Indigenous peoples in Canada		
		d. Demonstrate awareness of the role of self-determination in supporting capacity development		
		e. Act with awareness of how one's own biases, beliefs, behaviours, power and privilege may affect others		
2.04	**Employ a client-centred approach**	a. Demonstrate knowledge of principles of a client-centred approach		
		b. Ensure informed consent		
		c. Identify client perspectives, needs and assets		
		d. Engage client in collaborative decision making		
		e. Maintain client confidentiality and privacy		
2.05	**Practice according to**	a. Demonstrate knowledge of federal requirements relevant to dietetic practice		

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			Assessment	
	legislative, regulatory and organizational requirements	b. Demonstrate knowledge of provincial / territorial requirements relevant to dietetic practice		
		c. Demonstrate knowledge of regulatory scope of practice, bylaws, standards of practice and codesof ethics		
		d. Adhere to regulatory requirements		
		e. Comply with organizational policies and directives		
2.06	**Ensure appropriate and secure documentation**	a. Document relevant information accurately and completely, in a timely manner		
		b. Maintain security and confidentiality of records		
2.07	**Use risk management approaches**	a. Identify risks and hazards in the practice setting		
		b. Contribute to an organizational culture of safety		
2.08	**Manage time and workload**	a. Prioritize activities		
		b. Meet deadlines		
2.09	**Employ an evidence-informed approach to practice**	a. Demonstrate knowledge of factors that inform decision making		
		b. Demonstrate knowledge of the process of evidence-informed decision making		
		c. Make evidence-informed decisions		
2.10	**Engage in reflective practice**	a. Demonstrate knowledge of principles of reflective practice		
		b. Critically assess approaches to practice		
		c. Develop goals and seek resources to improve practice		
2.11	**Practice within limits of current personal level of professional knowledge and**	a. Articulate individual level of professional knowledge and skills		
		b. Identify situations which are beyond personal capacity		

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			Assessment	
	skills	c. Address situations beyond personal capacity		
2.12	**Maintain comprehensive and current knowledge relevant to practice**	a. Use relevant terminology		
		b. Identify relevant sources of information		
		c. Critically appraise information relevant to practice		
		d. Identify emerging information relevant to practice		
2.13	**Use information management technologies to support practice**	a. Demonstrate knowledge of information technologies relevant to practice		
		b. Use information management systems		
3.01	**Use appropriate communication approaches**	a. Identify opportunities for and barriers to communication relevant to context		
		b. Use communication approaches appropriate to context		
		c. Use language tailored to audience		
3.02	**Use effective written communication skills**	a. Write in a manner responsive to audience		
		b. Write clearly and in an organized fashion		
3.03	**Use effective oral communication skills**	a. Speak in a manner responsive to audience		
		b. Speak clearly and in an organized fashion		
3.04	**Use effective electronic communication skills**	a. Demonstrate knowledge of electronic communication applications		
		b. Use electronic communication relevant to context		
3.05	**Use effective interpersonal skills**	a. Employ principles of active listening		

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			Assessment	
		b. Use and interpret non-verbal communication		
		c. Act with empathy		
		d. Establish rapport		
		e. Employ principles of negotiation and conflict management		
		f. Seek and respond to feedback		
		g. Provide constructive feedback to others		
3.06	**Engage in teamwork**	a. Demonstrate knowledge of principles of teamwork and collaboration		
		b. Contribute effectively to teamwork		
3.07	**Participate in collaborative practice**	a. Identify scenarios where dietetics knowledge is akey element in collaborative practice		
		b. Identify scenarios where the expertise of othersis a key element in dietetic practice		
		c. Participate in discussions with team members		
		d. Contribute dietetics knowledge in collaborative practice		
		e. Draw upon the expertise of others		
		f. Contribute to collaborative decision making		
4.01	**Manage programs and projects**	a. Demonstrate understanding of management principles		

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			Assessment	
		b. Contribute to strategic and operational planning		
		c. Contribute to human resource management		
		d. Contribute to financial management		
		e. Contribute to physical resource management		
4.02	**Assess and enhance approaches to practice**	a. Assess a practice situation		
		b. Interpret and consolidate evidence to establish a course of action		
		c. Plan the implementation of change		
		d. Plan the evaluation of change		
4.03	**Participate in practice-based research activities**	a. Frame question(s)		
		b. Critically appraise literature		
		c. Identify relevant methodology		
		d. Interpret findings		
		e. Communicate findings		
4.04	**Undertake knowledge translation**	a. Identify food and nutrition knowledge relevant to others		

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			Assessment	
		b. Reframe knowledge into a format accessible to others		
4.05	**Advocate for ongoing improvement of nutritional health and care**	a. Identify opportunities for advocacy		
		b. Identify strategies for effective advocacy		
		c. Engage in advocacy		
4.06	**Foster learning in others**	a. Demonstrate understanding of theories of teaching and learning		
		b. Identify opportunities for learning		
		c. Assess learning needs and assets		
		d. Develop learning outcomes		
		e. Implement educational strategies		
		f. Evaluate achievement of learning outcomes		
4.07	**Foster development of food literacy in others**	a. Demonstrate knowledge of the concept of food literacy		
		b. Identify strategies to assist the development offood literacy		
		c. Engage in activities to build food literacy		
4.08	**Foster development of food skills in others**	a. Demonstrate understanding of factors that impact client ability to safely plan, access, select,store and prepare food that meets their needs		

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			Assessment	
		b. Demonstrate awareness of the availability and preparation of Indigenous traditional / country foods		
		c. Demonstrate awareness of the availability and preparation of foods specific to cultural groups		
		d. Respond to the cultural foodways of client		
		e. Identify strategies to assist in the development offood skills		
		f. Critically appraise food messaging and marketing		
		g. Interpret food label		
		h. Demonstrate food preparation techniques		
		i. Engage with client in building food skills		
5.01	**Conduct nutrition assessment**	a. Use appropriate nutrition risk screening strategies		
		b. Identify relevant information		
		c. Assess and interpret food- and nutrition-related history		
		d. Obtain and interpret medical history		
		e. Obtain and interpret demographic, psycho-socialand health behaviour history		
		f. Assess and interpret anthropometric parameters		

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			Assessment	
		g. Assess and interpret nutrition-focused physical findings		
		h. Obtain and interpret biochemical data		
		i. Obtain and interpret results from medical testsand procedures		
		j. Obtain and interpret medication data		
		k. Assess and interpret chewing, swallowing and eating abilities		
5.02	**Determine nutrition diagnosis**	a. Integrate assessment findings to identify nutrition problem(s)		
		b. Prioritize nutrition problems		
5.03	**Plan nutrition intervention(s)**	a. Determine nutrition goals		
		b. Determine nutrition requirements		
		c. Determine dietary modifications		
		d. Determine therapeutic supplementation		
		e. Determine supportive physical and social /environmental accommodations		
		f. Determine enteral nutrition regimens		
		g. Determine parenteral nutrition regimens		

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			Assessment	
		h. Determine client learning needs and assets		
		i. Determine required resources and support services		
5.04	**Implement nutrition intervention(s)**	a. Coordinate implementation of nutrition intervention(s)		
		b. Provide nutrition education		
		c. Provide nutrition counselling		
5.05	**Monitor nutrition intervention(s) and evaluate achievement of nutrition goals**	a. Determine strategies to monitor effectiveness of nutrition intervention(s)		
		b. Evaluate progress in achieving nutrition goals		
		c. Adjust nutrition intervention(s) when appropriate		
6.01	**Assess food- and nutrition- related situation of communities and populations**	a. Identify types and sources of information required to assess food and nutrition-relatedsituation of communities and populations		
		b. Identify stakeholders		
		c. Access relevant assessment information		
		d. Interpret food and nutrition surveillance data		
		e. Interpret health status data		
		f. Interpret information related to the determinantsof health and health equity		

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			Assessment	
		g. Interpret information related to food systems and dietary practices		
6.02	**Determine food- and nutrition-related issues of communitiesand populations**	a. Integrate assessment findings to identify food-and nutrition-related assets, resources and needs		
		b. Prioritize issues requiring action		
6.03	**Develop food- and nutrition-related community / population health plan**	a. Contribute to development of goals and objectives		
		b. Identify strategies to meet goals and objectives		
		c. Identify required resources and supports		
		d. Contribute to identification of evaluation strategies		
6.04	**Implement food- and nutrition-related community / population health plan**	a. Participate in implementation activities		
6.05	**Monitor and evaluate food- and nutrition-related community / population health plan**	a. Contribute to monitoring implementation activities		
		b. Contribute to evaluation activities		
		c. Propose adjustments to increase effectiveness ormeet modified goals and objectives		
7.01	**Determine food provision requirements of a group / organization**	a. Identify types and sources of information required to assess food provision needs		
		b. Access relevant information		
		c. Interpret situational factors that impact food provision		

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			Assessment	
		d. Assess food provision requirements		
		e. Integrate findings to determine food provision priorities		
7.02	**Plan food provision**	a. Participate in development of goals and objectives		
		b. Identify strategies to meet goals and objectives		
		c. Identify required resources and supports		
		d. Participate in identification of evaluation strategies		
7.03	**Manage food provision**	a. Identify facility layout and equipment requirements for food production		
		b. Participate in purchasing, receiving, storage, inventory control and disposal of food		
		c. Develop and standardize recipes		
		d. Participate in menu planning		
		e. Participate in management of food productionand distribution procedures		
		f. Participate in maintaining safety, and quality control		
7.04	**Monitor and evaluate food provision**	a. Participate in monitoring food provision activities		
		b. Contribute to evaluation of food provision activities		

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			Assessment	
		c. Propose adjustments to food provision to increase effectiveness or meet modified goalsand objectives		