

**2020-  
2025**

# **ESSENTIAL PRACTICE COMPETENCIES**

For:  
Commission on Dietetic Registration  
Credentialed Nutrition and Dietetics Practitioners

Effective June 1, 2024

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## Table of Contents

<b>Introduction</b> .....	2
<b>Acknowledgements</b> .....	4
<b>Core Essential Practice Competencies</b> .....	5
<b>Sphere 1: Ethics</b> .....	5
<b>Sphere 2: Health Equity</b> .....	7
<b>Sphere 3: Communications</b> .....	9
<b>Sphere 4: Leadership and Advocacy</b> .....	10
<b>Sphere 5: Critical Thinking and Decision Making</b> .....	11
<b>Sphere 6: Informatics</b> .....	12
<b>Sphere 7: Research and Scholarship</b> .....	13
<b>Sphere 8: Quality Management</b> .....	15
<b>Sphere 9: Food, Nutrition and Dietetics</b> .....	18
<b>Sphere 10: Education and Counseling</b> .....	21
<b>Foundational Essential Practice Competencies</b> .....	23
<b>Sphere 11: Clinical Care</b> .....	23
<b>Sphere 12: Business, Industry and Product Development</b> .....	28
<b>Sphere 13: Community, Population and Global Health</b> .....	31
<b>Sphere 14: Foodservice Systems and Management</b> .....	33
<b>Sphere 15: Organization Management</b> .....	35
<b>Essential Practice Competencies Glossary of Terms</b> .....	38

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## Introduction

The Commission on Dietetic Registration has developed the Essential Practice Competencies for CDR Credentialed Nutrition and Dietetics Practitioners to provide overarching validated standards for two credentials, the Registered Dietitian (RD) and the Dietetic Technician, registered (DTR). Practice competencies define the knowledge, skill, judgment and attitude requirements throughout a practitioner's career, across practice, and within focus areas. Competencies provide a structured guide to help identify, evaluate, and develop the behaviors required for continuing competence. Unlike entry-level competencies, which focus on preparation and evaluation for minimum competence upon completion of an ACEND (Accreditation Council for Education in Nutrition and Dietetics) education program and during early years of practice, the essential practice competencies are intended for use throughout a nutrition and dietetics practitioner's career.

### Purpose and Application of the Essential Competencies

There is an expectation that competencies will be used by the dietetics profession to:

- identify learning needs;
- guide continuing professional development and ongoing competence;
- assist in career progression and professional development; and to
- communicate the role and competence of the profession to stakeholders (i.e. employers, external accreditation bodies, the public, etc.).

The competencies are broad in nature and foundational to both RD and DTR practice. However, the relevance of the essential

competencies depends on the individual practitioner's role and responsibilities. It may not be possible or necessary for the individual to apply certain competencies in a specific practice context. The essential competencies and relevant performance indicators are applied and interpreted in light of the requirements of the individual's context and particular situation. The relevance of a performance indicator will depend on the client, practice setting, situation, and role.

The depth and breadth of the application of the competencies also differentiates between the RD and DTR. Four factors impact this: the client, the practice setting, the situation, and an individual's educational preparation. The competencies apply differently depending upon the complexity of the situation, the client's condition, and the type of the environment in which the activity is performed. The performance indicators or behaviors associated with the competency will be different when applied in different situations. For example, some practitioners may participate in research projects, but others may lead a research initiative. RDs independently conduct nutrition assessment to evaluate an individual's health, malnutrition and disease, whereas DTRs perform aspects of nutrition screening under the supervision of an RD to support the RD's comprehensive assessment. The more complex the client and/or situation, and the more dynamic the environment, the greater the level of competence required.

### 2019 – 2020 Project Process

Development and validation of the essential practice competencies involved several key steps:

1. literature review and global environmental scan of nutrition and dietetics competencies;
2. competencies writing sessions;
3. stakeholder consultations;

4. national validation study of the essential practice competencies by CDR’s credentialed nutrition and dietetics practitioners; and
5. finalization and CDR approval.

### Essential Practice Competencies

There are 15 spheres, 69 practice competencies for RDs (65 for DTRs), and 440 performance indicators for RDs (396 performance indicators for DTRs). These essential practice competencies are:

- Broad enough to encompass the range of activities within the profession (e.g., clinical care, management, food services, research, education, etc.), and to recognize that RDNs and NDTRs assume many unique roles (e.g., marketing for a food manufacturer, informatics for a health system, etc.).
- Descriptive of the different practice roles between the RDN and NDTR credentials.
- Applicable to all credentialed nutrition and dietetics practitioners

### Core Essential Practice Competencies

The core essential practice competencies describe the knowledge, skills, judgment and attitudes that apply to all credentialed practitioners regardless of role, area of practice, or setting.

- Sphere 1: Ethics
- Sphere 2: Health Equity
- Sphere 3: Communications
- Sphere 4: Leadership and Advocacy
- Sphere 5: Critical Thinking and Decision Making
- Sphere 6: Informatics
- Sphere 7: Research and Scholarship
- Sphere 8: Quality Management
- Sphere 9: Food, Nutrition and Dietetics
- Sphere 10: Education and Counseling

### Functional Essential Practice Competencies

The functional essential practice competencies describe the role-specific knowledge, skills, judgment and attitudes needed for a particular practice focus.

- Sphere 11: Clinical Care
- Sphere 12: Business, Industry and Product Development and Marketing
- Sphere 13: Community, Population and Global Health
- Sphere 14: Foodservice Systems Management
- Sphere 15: Organization Management

### Stakeholder Consultation

Throughout the development process, CDR sought feedback from various Academy of Nutrition and Dietetics organizational units (e.g., BOD, ACEND, HOD, QM, CFP, MIGs, DPGs, and Affiliates) to ensure that the final competencies reflected current practice.

### National Validation Study - 2020

A national validation study was conducted to validate the relevance of the competencies and performance indicators, and to assess their importance in practice. The survey was developed and circulated to 65,441 credentialed RD and DTRs. 2,114 RDNs and 160 NDTRs logged into the survey, where they obtained general information on the competencies and their intended purpose.

Overall, the collected data confirmed that the competencies developed are relevant and important to current practice. Survey participant comments were used to further refine the wording of the Spheres, Competencies, and Performance Indicators, and to expand the list of Practice

Illustrations (examples of how the competencies are demonstrated in practice).

## Acknowledgements

The Essential Practice Competencies for CDR Credentialed Nutrition and Dietetics Practitioners was made possible through the collaboration of the Commission on Dietetic Registration's Competency Assurance Panel, and representatives from the Academy of Nutrition and Dietetics' Quality Management Committee.

The working group, consisting of dedicated RDs and DTRs and representing a wide variety of geographical and practice perspectives, provided the leadership and content expertise for this project.

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Special thanks for consultation in developing the essential competencies are extended to, the members of the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Council on Future Practice, Quality Management Committee, the Commission on Dietetic Registration Commissioners, and members of the Dietetics in Health Care Communities DPG, Clinical Nutrition Management DPG, and Dietetic Technicians in Practice DPG.

In this resource the term RDN is used to refer to both registered dietitians (RD) and registered dietitian nutritionists (RDN) and the term NDTR to refer to both dietetic technicians, registered (DTR) and nutrition and dietetics technicians, registered (NDTR).

## Core Essential Practice Competencies

### Sphere 1: Ethics

Identifies with and adheres to the code of ethics for the profession.

#### **RDNs and NDTRs Competencies and Performance Indicators**

##### **1.1 Demonstrates and maintains competence in practice.**

- 1.1.1 Participates and documents engagement in professional development activities to maintain and enhance competence.
- 1.1.2 Pursues and embraces opportunities to advance practice.
- 1.1.3 Keeps abreast of changes in practice and in the practice environment that affect individual competence and legislative scope of practice.
- 1.1.4 Continuously develops and enhances expertise by seeking feedback and self-assessing competence.
- 1.1.5 Integrates new knowledge and skills into practice.
- 1.1.6 Recognizes and exercises professional judgment within the limits of individual qualifications.
- 1.1.7 Builds collaborative relationships to encourage professional growth and development.
- 1.1.8 Collaborates with others, seeks counsel and makes referrals as needed.

##### **1.2 Demonstrates integrity in personal and organizational behaviors and practices.**

- 1.2.1 Recognizes and discloses any conflicts of interest, including any financial interests in products or services.
- 1.2.2 Keeps abreast of and complies with national, state, and local legislation, regulations, policies and standards.
- 1.2.3 Models organizational mission and vision statements, principles and values.
- 1.2.4 Maintains and appropriately uses credentials and certifications.
- 1.2.5 Respects intellectual property rights, including citations and recognition of the ideas and work of others.
- 1.2.6 Provides accurate and truthful information in all communications.
- 1.2.7 Reports inappropriate, unethical or incompetent behavior or treatment of others.
- 1.2.8 Documents, codes and bills to most accurately reflect the character and extent of delivered services.
- 1.2.9 Prioritizes goals in order to effectively manage time and workload.

##### **1.3 Recognizes and manages situations with ethical implications.**

- 1.3.1 Recognizes actual or potential ethical issues and dilemmas encountered in practice.
- 1.3.2 Uses an ethical framework to guide decisions.
- 1.3.3 Uses ethical reasoning and decision-making processes to address ethical dilemmas.

##### **1.4 Respects client autonomy to make decisions about proposed services.**

- 1.4.1 Communicates risks, benefits, disadvantages, alternatives to, and costs of proposed treatment plans, contracts or scope of work.
- 1.4.2 Confirms client's or substitute decision-maker's understanding of information before proceeding with services or proposed nutrition care plans.

<b>Sphere 1: Ethics</b>	
1.4.3	Obtains consent from clients or substitute decision-makers for involvement of support personnel, students and other providers in the provision of medical nutrition therapy.
1.4.4	Demonstrates awareness that informed consent is an ongoing process.
1.4.5	Identifies situations in which informed consent is problematic and rectifies issues appropriate to the situation.
<b>1.5 Recognizes and maintains appropriate relationships and boundaries.</b>	
1.5.1	Builds rapport and trust within relationships while respecting professional boundaries.
1.5.2	Assumes responsibility for anticipating, establishing and maintaining appropriate professional boundaries.
1.5.3	Demonstrates sensitivity to power imbalance.
1.5.4	Effectively manages changes professional interactions in order to maintain professional boundaries.
1.5.5	Demonstrates professional behaviors and professional boundaries when using various media and online platforms.
<b>1.6 Adheres to confidentiality and privacy legislation, standards and policies.</b>	
1.6.1	Implements appropriate measures to protect personal health information using appropriate measures (e.g., encryption, password protection).
1.6.2	Safeguards client confidentiality when sharing, transmitting, storing or destroying personal health information.
1.6.3	Obtains consent for the collection, storage, use and disclosure of personal and health information.
1.6.4	Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information.
1.6.5	Takes action to anticipate and minimize foreseeable risks to privacy and confidentiality.
1.6.6	Supports others in meeting their professional obligations to maintain confidentiality and privacy of personal information.
<b>1.7 Applies cultural competence and consideration for social determinants of health to show respect for individuals, groups and populations.</b>	
1.7.1	Recognizes and respects cultural and racial diverse backgrounds to effectively interact and build meaningful relationships with others (e.g., clients, employees, inter- and intra-professional team members and community and professional groups).
1.7.2	Recognizes the importance of diversity, orientation, social and cultural norms that may have an impact on individuals, groups and plans of care.
1.7.3	Develops awareness of one's own personal beliefs and values to inform and reduce biases.
1.7.4	Implements strategies and creates culturally sensitive and diverse resources to support diverse populations.
1.7.5	Applies knowledge of cultural foods, religious traditions, eating patterns and food and nutrition trends.
1.7.6	Applies knowledge of health determinants when planning, developing and implementing services, programs, interventions, meal plans and menus.

## Sphere 2: Health Equity

Advocates for health equity in nutrition and dietetics care and services, mindful of unavoidable, unfair or remediable differences among individuals or populations.

### RDNs and NDTRs Competencies and Performance Indicators

#### 2.1 Provides nutrition and dietetics services (eg, nutrition care, education, research, advocacy) respectfully and mindfully to individuals, groups and populations with unique identities, characteristics and backgrounds.

- 2.1.1 Applies cultural humility and competence, and consideration for social determinants of health in a variety of settings (eg, healthcare, education, business) to show respect for individuals, groups and populations.
- 2.1.2 Develops awareness of one's own personal biases, privilege, beliefs and values to inform understanding of and reduce biases.
- 2.1.3 Reflects on how personal biases, privilege, and beliefs influence interpretation of evidence and research and changes behavior accordingly.
- 2.1.4 Applies knowledge of cultural foods, religious traditions, eating patterns and food and nutrition trends when developing nutrition and dietetics services to be comprehensive of all individuals in target population.
- 2.1.5 Assesses the client's need for language and interpretive services and take steps to support access to these services.
- 2.1.6 Acknowledges the differences and complexities of individuals, including students/interns, patients and clients, and populations (e.g., individuals affected by specific conditions or illnesses and disability identities).
- 2.1.7 Develops or facilitates culturally sensitive community programs and services in collaboration with interested parties/groups.
- 2.1.8 Reviews, revises and updates policies and practices within organizations to ensure that norms are shaped with anti-discrimination practices.

#### 2.2 Reflects in the delivery, management or education of nutrition care and services an understanding of the impact of differing life experiences, beliefs, values, skills, religion, and cultural norms to effectively interact with, respect, and support the needs of individuals or populations.

- 2.2.1 Recognizes and respects varied backgrounds to effectively interact and build meaningful relationships with others (e.g., clients, students/interns, employees, inter- and intra-professional team members and community and professional groups).
- 2.2.2 Recognizes the importance of differences, orientation, social and cultural norms that may have an impact on individuals, groups and plans of nutrition care, services or education.
- 2.2.3 Implements strategies to identify or create culturally sensitive resources to support the needs of target population(s) through multiple mediums.
- 2.2.4 Recognizes benefits and strength of a group's collective experiences, beliefs, values, skills, and perspectives in the development of programs and resources designed to meet the needs of distinct populations.

#### 2.3 Demonstrates social responsibility to provide fair and equitable nutrition and dietetics care and services.

- 2.3.1 Demonstrates dedication towards integrating behaviors that support cultural humility in the delivery of nutrition and dietetics care, services, education and advocacy.



<b>Sphere 2: Health Equity</b>	
2.3.2	Applies knowledge of health determinants when planning, developing, and implementing services, programs, interventions, meal plans and menus.
2.3.3	Recognizes and addresses inequity and health disparities associated with social determinants of health.
2.3.4	Promotes health equity that enables everyone to have a fair opportunity to reach their desired health potential where no one is disadvantaged from achieving their goal.
2.3.5	Advocates to advance public policy that addresses health disparities, health inequities, and food insecurity.
<b>2.4 Develops and disseminates knowledge to enable advocacy for local, state, and national policies and programs to reduce nutrition and health disparities and increase nutrition security throughout the lifecycle.</b>	
2.4.1	Demonstrates, teaches or facilitates environmentally friendly and sustainable practices that support accessible and healthful food, water, and reduce waste and positively impact the health and well-being of individuals and populations.
2.4.2	Recognizes the impact of food security defined as factors affecting applicable population and access to a sufficient quantity of safe, healthful food and water, as well as food/nutrition-related supplies.
2.4.3	Enables access to healthy food/water and food assistance programs for underserved populations.
2.4.4	Reflects in practice and communications with others understanding of the influence of social determinants of health, including culture, health literacy, and socioeconomic status on an individual's personal health/illness experiences and access to health care services and resources.
2.4.5	Maintains knowledge of community resources for underserved populations including underserved groups to facilitate access to healthy food/water and food assistance programs.

### Sphere 3: Communications

#### RDNs and NDTRs Competencies and Performance Indicators

##### 3.1 Adapts communication methods and skills to meet the needs of audiences.

- 3.1.1 Assesses the communication needs of individuals, groups and populations to provide effective communication.
- 3.1.2 Identifies and addresses barriers to effective communication.
- 3.1.3 Tailors messages and communication methods to meet the needs of target audiences.
- 3.1.4 Uses a variety of media to deliver information.
- 3.1.5 Evaluates the effectiveness of communication methods used to ensure understanding of presented information.

##### 3.2 Demonstrates effective communication skills.

- 3.2.1 Observes non-verbal and social cues and responds appropriately.
- 3.2.2 Delivers information and opinions in a respectful and professional manner.
- 3.2.3 Delivers accurate and credible messaging.
- 3.2.4 Ensures written communications are timely, legible, accurate and professional in nature.
- 3.2.5 Applies pertinent legislation and organization policies in communications.

##### 3.3 Collaborates with inter- and intra-professional team members to achieve common goals and to optimize delivery of services.

- 3.3.1 Identifies needs for and negotiates common ground with clients, inter- and intra-professional team members, and other stakeholders.
- 3.3.2 Considers and respects the opinions, creativity, values, beliefs and perspectives of others.
- 3.3.3 Identifies opportunities for shared benefit and vision.
- 3.3.4 Identifies opportunities for mutually beneficial partnerships with individuals or organizations with shared visions.
- 3.3.5 Collaborates with others when knowledge, skill or experience are beyond their competence level.
- 3.3.6 Demonstrates conflict resolution and mediation skills.

##### 3.4 Employs strategies for and facilitates team building skills.

- 3.4.1 Applies inter- and intra-professional collaboration and negotiation skills.
- 3.4.2 Incorporates team members' knowledge, expertise and personal skills into team processes.
- 3.4.3 Models behaviors that maximize group participation by consulting, listening and communicating clearly.
- 3.4.4 Promotes a friendly, cooperative environment that is conducive to others' sense of belonging.
- 3.4.5 Facilitates an understanding and appreciation of differences among team members and how each contributes to the team.

## Sphere 4: Leadership and Advocacy

### RDNs and NDTRs Competencies and Performance Indicators

#### 4.1 Demonstrates and applies leadership skills.

- 4.1.1 Identifies strengths and opportunities for improvement in self and in others.
- 4.1.2 Fosters a culture in which diversity and cross-team collaboration is valued.
- 4.1.3 Takes initiative to facilitate change.
- 4.1.4 Communicates clear performance expectations and provides effective feedback.
- 4.1.5 Seeks opportunities for and actively engages in mentoring and mentorship.
- 4.1.6 Takes an active role in sharing information and knowledge.
- 4.1.7 Participates in the development of a strategic plan, mission and vision.

#### 4.2 Advocates for and participates in activities that support advancement of the profession.

- 4.2.1 Advocates for and influences local, federal and global nutrition and health policy to promote health and well-being of individuals, communities and populations.
- 4.2.2 Engages in legislative and regulatory activities that address community, population and global health to promote change.
- 4.2.3 Interprets legal terminology used to establish nutrition regulations and policies to support knowledge translation.
- 4.2.4 Encourages others to engage in personal and professional development activities for career growth and skill enhancement.
- 4.2.5 Educates employer and the public on RDN and NDTR roles, as well as the benefits of receiving care from RDNs and NDTRs.
- 4.2.6 Communicates with policy makers to influence decisions that impact the advancement of the profession.
- 4.2.7 Contributes to the development and revision of government policies.
- 4.2.8 Challenges, encourages and supports others to take action to advance the profession.

#### 4.3 Advocates for nutrition and dietetics services and resources for clients and populations

- 4.3.1 Educates clients and other stakeholders on the need for and availability of food and nutritional services.
- 4.3.2 Collaborates with intra- and inter-profession team members to ensure client access to services.
- 4.3.3 Advocates for access to health and nutrition services.
- 4.3.4 Advocates for financial support for clients to sustain nutritionally adequate treatment plans.
- 4.3.5 Advocates for financial support and insurance coverage for patients / clients to ensure access to nutrition services.

## Sphere 5: Critical Thinking and Decision Making

### RDNs and NDTRs Competencies and Performance Indicators

#### 5.1 Demonstrates sound professional judgment and strategic thinking in practice.

- 5.1.1 Demonstrates effective problem solving and professional judgment to address needs.
- 5.1.2 Interprets and integrates evidence-based research and literature in decision-making.
- 5.1.3 Identifies misinformation and inaccurate information in order to inform decision-making.
- 5.1.4 Aligns work with organizational policies, strategic plans, mission statements, and visions.
- 5.1.5 Demonstrates effective, appropriate and timely consultation with experts and others.
- 5.1.6 Recognizes situations where nutrition and dietetics service should be adjusted, limited, modified or discontinued.

#### 5.2 Exercises critical thinking when faced with opportunities and challenges.

- 5.2.1 Identifies potential or existing opportunities and challenges.
- 5.2.2 Reflects on own values, beliefs and biases.
- 5.2.3 Demonstrates insight concerning personal expertise and limitations.
- 5.2.4 Investigates alternative explanations for deficits or challenges and considers alternative methods and provides justification for selected option(s).
- 5.2.5 Analyzes and synthesizes information and identifies new information, patterns and findings.
- 5.2.6 Integrates relevant information with previous learning, experience, professional knowledge, and current practice models.
- 5.2.7 Identifies and implements a plan to address opportunities and challenges.
- 5.2.8 Evaluates the effectiveness of plans and decisions and make adjustments when needed.

## Sphere 6: Informatics

### RDNs and NDTRs Competencies and Performance Indicators

#### 6.1 Proficiently uses electronic platforms, health information technology (HIT) and internet-based platforms consistent with role and responsibilities.

- 6.1.1 Demonstrates proficient use of HIT and informatic tools to communicate, disseminate information, collect, track, and retrieve data, and create documents and presentations.
- 6.1.2 Applies understanding of informatics terminology and input and output devices (e.g., keyboard, microphone, monitor, printer, databases).
- 6.1.3 Seeks guidance from technology advisors or experts when requirements are beyond competence.
- 6.1.4 Demonstrates knowledge of system interfaces used in the delivery of service.
- 6.1.5 Demonstrates principles of electronic file organization, including information storage, data protection and basic computer skills.
- 6.1.6 Proficiently utilizes operating systems (e.g., Mac OS, Windows, Linux).
- 6.1.7 Demonstrates proper use of email, including sending, receiving, forwarding, storing, and attachments.
- 6.1.8 Finds and evaluates online information sources using appropriate search engines and databases.
- 6.1.9 Proficiently utilizes electronic health records to support continuity of care.
- 6.1.10 Uses health informatic tools to support client access to nutrition and dietetics services and education.

#### 6.2 Utilizes health information technology (HIT) according to organizational needs and workplace policies and procedures.

- 6.2.1 Integrates technology platforms with other internal and external services (e.g., risk management, disease management, data tracking and reporting).
- 6.2.2 Leads or participates on teams to design electronic programs, applications or systems to support nutrition and dietetic deliverables.
- 6.2.3 Determines workflow and resource needs for clinical information system implementation, maintenance and upgrades.
- 6.2.4 Advocates for, implements and monitors security and data protection practices.
- 6.2.5 Instructs or advises others on the use of clinical information systems, nutrition informatics tools and other technology topics.
- 6.2.6 Develops and implements HIT policies and procedures consistent with privacy and confidentiality legislation and regulation.
- 6.2.7 Suggests, develops or implements innovative programs, platforms, applications and technologies in order to meet the needs of audiences and the workplace.

#### 6.3 Demonstrates ethical and professional behaviors when using technology.

- 6.3.1 Complies with legislative requirements and organizational policies for collecting, using, maintaining, storing and appropriately destroying personal health information.
- 6.3.2 Maintains security and confidentiality in the electronic sharing, transmission, storage and destruction of information.
- 6.3.3 Monitors compliance with privacy and confidentiality legislation and organizational policies related to informatics.
- 6.3.4 Takes appropriate action in response to unauthorized access, use and disclosure of information.

## **Sphere 7: Research and Scholarship**

### **RDNs and NDTRs Competencies and Performance Indicators**

#### **7.1 Participates in and leads research initiatives following ethical and scientifically sound research methodology.**

- 7.1.1 Identifies gaps in evidence to determine research priorities.
- 7.1.2 Uses established benchmarking to inform practice.
- 7.1.3 Conceptualizes and articulates clear research questions or problems and formulates hypotheses.
- 7.1.4 Defines and establishes appropriate research methodology approaches (e.g. quantitative and qualitative methods).
- 7.1.5 Obtains approval for research initiatives following established research codes of ethics and policies.
- 7.1.6 Pursues funding opportunities to support research initiatives.
- 7.1.7 Manages research funds in an efficient and ethical manner.
- 7.1.8 Follows ethical and institutional board guidelines and procedures when conducting research.

#### **7.2 Collects and interprets research data to advance knowledge and practice, and to enhance effectiveness of services.**

- 7.2.1 Identifies and applies appropriate research methods when collecting and retrieving data.
- 7.2.2 Selects and uses appropriate tools and skills to collect and interpret research data.
- 7.2.3 Analyzes and interprets data to form valid conclusions and to make recommendations.

#### **7.3 Disseminates research findings to support knowledge translation.**

- 7.3.1 Accurately and ethically shares research findings with a variety of audiences.
- 7.3.2 Utilizes innovative ways to disseminate research findings considering the target audiences.

#### **7.4 Engages in scholarly activities through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.**

- 7.4.1 Recognizes a variety of avenues for scholarly engagement.
- 7.4.2 Demonstrates serious inquiry, examination, and experimentation aimed at the discovery and interpretation of knowledge, or the revision of guidelines, theories, policies or laws.
- 7.4.3 Distributes scholarly findings through a variety of modes (e.g., peer-review scholarly publications, electronic media, patents, new clinical guidelines and techniques, public performance) to encourage knowledge translation.

#### **7.5 Leads or supports activities related to the development or management of academic programs.**

- 7.5.1 Develops program goals, objectives and student learning outcomes that clearly define programs and student expectations.
- 7.5.2 Develops policies and procedures to ensure fair and equitable treatment of students.
- 7.5.3 Ensures programs meet requirements of local, state, and national accreditation standards.
- 7.5.4 Creates and uses tools and processes to support accreditation reporting activities.
- 7.5.5 Manages resources to ensure efficient and effective operations of programs.
- 7.5.6 Provides leadership to and oversight of program faculty to encourage positive student outcomes.
- 7.5.7 Develops and implements program evaluation plans that align with program missions, goals, objectives and student outcomes.

<b>Sphere 7: Research and Scholarship</b>	
7.5.8	Develops and implements strategies to maintain program strengths and address areas for improvement identified through the evaluation process.
<b>7.6 Designs and analyzes program curricula that align with program goals, objectives and competencies.</b>	
7.6.1	Makes decisions about the design and development of curricula by applying knowledge, understanding and skills of curriculum theory, design, development, assessment and evaluation.
7.6.2	Creates curriculum maps which take into consideration accreditation standards, required competencies, instructional/learning activities and assessments.
7.6.3	Implements trends and best practices in designing and providing access to content.
7.6.4	Explores different ways of gathering evidence to inform analyses and reviews of curricula.
<b>7.7 Leads or assists with course design, development, implementation and evaluation of learning activities.</b>	
7.7.1	Designs course syllabi and lessons plans based on curriculum goals, objectives and related competencies.
7.7.2	Acts as a subject matter expert to ensure course content aligns with program goals, objectives and evidence-based literature.
7.7.3	Applies competency-based education principles in the design of course learning activities and assessments.
7.7.4	Applies research-based instructional strategies, principles and models (e.g. ADDIE) when creating courses and student assessments.
7.7.5	Applies current e-Learning design principles for performance improvement, learning motivation and engagement in technology-enhanced learning environments.
7.7.6	Develops and implements valid and fair grading systems for coursework and assessments.
<b>7.8 Applies pedagogy principles and models to planning, implementation and evaluation of learning outcomes.</b>	
7.8.1	Masters and maintains current and evidence-based knowledge within subject areas.
7.8.2	Integrates knowledge of student learning and subject areas into course design and teaching.
7.8.3	Contributes to student learning by creating and implementing activities and environments that encourage active learning and joint student/teacher engagement.
7.8.4	Applies various theories and approaches to learning and education.
7.8.5	Applies reflective and critical approaches (e.g., observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work.
7.8.6	Monitors student progress throughout courses and implements effective remedial activities when needed.

<b>Sphere 8: Quality Management</b>	
<b>RDNs and NDTRs Competencies and Performance Indicators</b>	
<b>8.1 Identifies, analyzes and manages risks, adverse events, and safety to self, staff, clients and public.</b>	
8.1.1	Advocates for and adheres to workplace safety legislation, regulations and organizational policies.
8.1.2	Investigates and analyzes work environment to identify safety risks that expose self, staff, clients/patients, public and the organization to harm.
8.1.3	Takes action on identified risk to self, staff, clients/patients, public and the organization.
8.1.4	Measures, analyzes and reports data to monitor adverse events, errors and accidents.
8.1.5	Coordinates the implementation of risk management strategies.
<b>8.2 Applies principles, standards, regulations and organizational policies to promote food safety.</b>	<b>8.2 Applies principles, standards, regulations and organizational policies to promote food safety.</b>
8.2.1	Applies knowledge of biological, environmental, physical or chemical properties that may cause food and water to be unsafe for human consumption.
8.2.2	Develops and provides education on safe food handling and sustainable practices to prevent and minimize contamination.
8.2.3	Communicates the role of sustainable food practices and food and water insecurity for populations.
8.2.4	Identifies and analyzes insecurities in food and water systems.
8.2.5	Develops, implements and adheres to policies and procedures to optimize food and water safety.
8.2.6	Identifies and implements risk management and environmental safety principles to enhance public safety and reduce risk to self, staff, clients/patients, public and organizations.
8.2.7	Develops and implements food safety and sanitation programs in compliance with state and federal regulations.
8.2.8	Develops and communicates disaster planning protocols and policies.
8.2.1	Applies knowledge of biological, physical or chemical properties that may cause food and water to be unsafe for human consumption.
8.2.2	Provides education on safe food procurement and handling and sustainable practices to prevent and minimize contamination.
8.2.3	Identifies and analyzes insecurities in food and water systems.
8.2.4	Implements and adheres to policies and procedures to optimize food and water safety.
8.2.5	Identifies and promotes sustainable, resilient, healthy food and water systems to staff, clients/patients and public.
8.2.6	Develops, implements and adheres to policies and procedures to optimize food and water safety.
8.2.7	Implements established risk management and environmental safety policies to reduce risk to self, staff, client/patients, public and organizations.
8.2.8	Supports the implementation of food safety and sanitation programs in compliance with state and federal regulations.



<b>Sphere 8: Quality Management</b>	
8.2.9 Collaborates with organizations and vendors to develop and implement safety specifications and procedures for the optimization of food and water safety and to provide adequate food storage and supply.	8.2.9 Develops and communicates disaster planning protocols and policies.
8.2.10 Demonstrates knowledge of the causes of foodborne illness and applies required practice to reduce risk.	8.2.10 Collaborates with organizations and vendors to develop and implement safety specifications and procedures for the optimization of food and water safety and to provide adequate food storage and supply.
	8.2.11 Demonstrates knowledge of the causes of foodborne illness and applies required practice to reduce risk.
<b>8.3 Develops, implements and adheres to infection prevention and control policies and practices.</b>	
8.3.1 Recognizes the environmental implications of infectious diseases, compromised health conditions and outbreaks, and implements preventive action for public safety.	
8.3.2 Develops and implements policies and procedures to address infection prevention and control.	
8.3.3 Increases awareness of infection prevention and control for self, staff, clients/patients, public and organizations.	
<b>8.4 Participates in and leads quality control and improvement activities to improve delivery of services.</b>	<b>8.4 Participates in quality control and improvement satisfaction activities to improve delivery of services.</b>
8.4.1 Utilizes valid quality management tools to track and analyze data and to inform decisions.	8.4.1 Utilizes valid quality management tools to track and analyze data and to inform decisions.
8.4.2 Identifies systems errors and implements risk reduction measures.	8.4.2 Identifies systems errors and implements risk reduction measures.
8.4.3 Formulates a clear understanding of the nature of problems or the need for improvement to achieve desired outcomes.	8.4.3 Formulates a clear understanding of the nature of problems or the need for improvement to achieve desired outcomes.
8.4.4 Develops, modifies or implements strategies, techniques and tools for process or system improvement.	8.4.4 Implements strategies, techniques, and tools for process improvement.
8.4.5 Establishes goals for improving quality of services provided.	8.4.5 Develops, modifies or implements strategies, techniques and tools for process or system improvement.
8.4.6 Analyzes data to identify trends and improvements and to determine cost-effectiveness of nutrition-related clinical care, or to support the delivery of health, food and nutrition services.	8.4.6 Reviews reports to identify trends and improvements.
8.4.7 Uses established benchmarking and best practices to inform practice.	8.4.7 Evaluates, documents and communicates quality improvement outcomes.

<b>Sphere 8: Quality Management</b>	
8.4.8	Evaluates, communicates and documents quality management activities, outcomes and recommendations to advance knowledge, to change practice and to enhance effectiveness of services.
8.4.9	Uses clinical data to inform reimbursement and payment models for health and nutrition services.
8.4.10	Selects appropriate measurement and analysis tools to support the value of food and nutrition services and Medical Nutrition Therapy in health care delivery and payment models.
8.4.8	Uses established benchmarking and best practices to inform practice.

<b>Sphere 9: Food, Nutrition and Dietetics</b>	
<b>RDNs Competencies and Performance Indicators</b>	<b>NDTRs Competencies and Performance Indicators</b>
<b>9.1 Interprets and applies current food and nutrition science in nutrition and dietetics practice.</b>	<b>9.1 Interprets and applies current food and nutrition science in nutrition and dietetic practice.</b>
9.1.1 Interprets and applies evidence-based literature and standards for determining nutritional needs of target audiences.	9.1.1 Uses evidence-based literature and standards to determine nutritional needs of target audiences.
9.1.2 Integrates knowledge of biological, physical, and social sciences with knowledge of food and nutrition to make decisions related to nutrition care.	9.1.2 Applies knowledge of food and nutrition, as well as biological, physical and social sciences when planning meals, preparing and/or ordering food, and consulting with other professionals.
9.1.3 Evaluates the chemical nature and composition of food on food quality, acceptability, and compatibility to inform product development, menu planning and food preparation techniques.	9.1.3 Demonstrates knowledge of macro- and micronutrients for digestion, absorption and metabolism.
9.1.4 Integrates knowledge of macro- and micronutrients for digestion, absorption and metabolism throughout the lifespan in practice.	9.1.4 Demonstrates knowledge of nutrient requirements throughout the lifespan, and their role in health promotion.
9.1.5 Demonstrates knowledge of nutrient requirements throughout the lifespan, and their role in health promotion and disease prevention.	
<b>9.2 Applies current knowledge and skill in the management of a variety of diseases and clinical conditions.</b>	<b>9.2 Applies current knowledge and skill in the management of a variety of diseases and clinical conditions.</b>
9.2.1 Engages in educational activities to maintain knowledge and to obtain new knowledge of diseases and clinical conditions.	9.2.1 Engages in educational activities to maintain knowledge and to obtain new knowledge of diseases and clinical condition.
9.2.2 Differentiates between outdated and current evidence-based practice related to the management of diseases and clinical conditions.	9.2.2 Differentiates between outdated and current evidence-based practices related to the management of diseases and clinical conditions.
9.2.3 Analyzes new information and how it impacts medical nutrition therapy.	9.2.3 Integrates new knowledge of disease states and clinical conditions into practice.
9.2.4 Integrates new knowledge of disease states and clinical conditions into practice.	

Sphere 9: Food, Nutrition and Dietetics	
9.3 Applies the required knowledge and skill for safe and effective sports nutrition and dietetics practice and exercise training.	9.3 Applies the required knowledge and skill for safe and effective sports nutrition and dietetics practice and supports exercise training.
9.3.1 Discusses with clients the <i>Physical Activity (PA) Guidelines for Americans</i> and the relationships between exercise, health, and disease prevention.	9.3.1 Discusses with clients the <i>Physical Activity (PA) Guidelines for Americans</i> and the relationships between exercise, health, and disease prevention.
9.3.2 For RDNs who hold advanced certification in exercise physiology or sports dietetics, applies advanced principles from the PA Guidelines for Americans (e.g., intensity, frequency, duration, overload, progression, specificity, METs, and MET- minutes).	9.3.2 Collects body composition, fitness and exercise data.
9.3.3 Collects, analyzes, and interprets body composition fitness and exercise data to optimize physical performance.	9.3.3 Provides general physical activity guidance to clients based on the <i>Physical Activity (PA) Guidelines for Americans</i> .
9.3.4 Assesses clients' emotions toward nutrition-related statements or phenomenon, body image/preoccupation with food and weight, and readiness to change nutrition-related behaviors.	9.3.4 Evaluates sport/dietary supplements (safety, legality, efficacy, quality, application to sport) and considers evidence-based reviews and testing by reputable third parties before recommending sports/ dietary supplements.
9.3.5 Provides general physical activity guidance to clients based on the <i>Physical Activity (PA) Guidelines for Americans</i> .	9.3.5 Demonstrates an understanding of the ways in which progressive exercise training influences nutrition to support positive metabolic, structural, and immunological adaptations.
9.3.6 Evaluates sport/dietary supplements (safety, legality, efficacy, quality, application to sport) and considers evidence-based reviews and testing by reputable third parties before recommending sports/dietary supplements	9.3.6 For those NDTRs who hold certification in exercise physiology, conducts exercise testing and develops an exercise prescription that meet the needs of the clients.
9.3.7 Demonstrates an understanding of the ways in which progressive exercise training influences nutrition needs to support positive metabolic, structural, and immunological adaptations.	9.3.7 Refers clients to qualified fitness professionals for formal fitness assessment and exercise prescription when skill is beyond competence and scope of practice.
9.3.8 Creates a nutrition care plan to match energy and other nutrient and fluid needs to maintain health, optimize performance and reduce the likelihood of negative exercise outcomes (e.g., overtraining, injury).	

<b>Sphere 9: Food, Nutrition and Dietetics</b>	
9.3.9	Develops nutrition periodization plans that match changes in training cycles.
9.3.10	For those RDNs who hold certification in exercise physiology or sports nutrition, conducts exercise testing and develops an exercise prescription that meet the needs of clients.
9.3.11	Refers clients to qualified fitness professionals for formal fitness assessment and exercise prescription when skill is beyond competence and scope of practice.
<b>9.4 Critically evaluates the safety and efficacy of integrative and functional medicine approaches and interventions.</b>	
9.4.1	Gains an understanding of integrative and functional medicine models and interventions and how these models and interventions are applied to nutrition and dietetics service.
9.4.2	Critically evaluates the credibility of integrative and functional medicine research and literature, using evidence-based criteria, to respond to inquiries and to determine the appropriateness of incorporating these interventions into nutrition care plans.
9.4.3	Identifies research gaps to support conscious decision-making.
9.4.4	Identifies safety issues, risks, efficacies, benefits and limitations of interventions.
9.4.5	Critically evaluates the safety and efficacy of traditional and pharmaceutical models.
<b>9.5 Demonstrates and applies knowledge of culinary practices, taking into consideration the needs and goals of clients/patients/population.</b>	
9.5.1	Plans and designs nutritionally sound meals, menus and meal plans that promote health and disease management, and meet client needs.
9.5.2	Develops or modifies recipes, menus, and meals using sensory perception and other food components.
9.5.3	Uses a variety of cooking techniques, food preparation methods and production and delivery systems.
9.5.4	Takes into consideration client/patient choices, beliefs, food sensitivities, allergies, and accessibility and affordability of food.

<b>Sphere 10: Education and Counseling</b>	
<b>RDNs and NDTRs Competencies and Performance Indicators</b>	
<b>10.1 Recognizes and applies learning theories and principles in practice.</b>	
10.1.1	Demonstrates and applies age-appropriate education principles.
10.1.2	Identifies and works to minimize and overcome barriers to learning.
10.1.3	Identifies and analyzes factors that influence change in behaviors.
10.1.4	Evaluates factors that influence the learning process and skill building.
<b>10.2 Establishes, develops and implements program outlines and learning plans to meet the needs of individuals, groups, communities and populations.</b>	
10.2.1	Evaluates learning needs of individuals and target groups.
10.2.2	Determines and takes into consideration the literacy and readability needs of individuals, groups and populations.
10.2.3	Applies educational theories and uses assessment results for planning process and development of materials and teaching aids.
10.2.4	Collaborates with learners and colleagues to formulate specific, measurable and attainable objectives and goals.
<b>10.3 Designs, selects and implements education strategies to meet the learning needs of individuals, groups, communities and populations.</b>	
10.3.1	Critically reviews and selects materials from credible sources to support the development of diet and nutrition education resources.
10.3.2	Develops a variety of learning activities based on a plan of action and the needs of individuals, groups, communities and populations.
10.3.3	Develops educational materials considering the client's literacy, cognitive and physical functional levels to achieve objectives.
10.3.4	Takes into consideration the cultural needs of audiences and makes appropriate modifications to education materials.
10.3.5	Uses a variety of strategies to deliver education.
<b>10.4 Provides nutrition and dietetic education to a variety of individuals, groups and populations.</b>	
10.4.1	Takes into consideration special needs and disabilities and provides accommodations.
10.4.2	Assesses and identifies the current knowledge, skills, and cultural influences of populations.
10.4.3	Adjusts teaching plans and delivery to meet the needs of specified individuals, groups and populations.
10.4.4	Selects and uses appropriate content and teaching methods to meet individual and group needs.
10.4.5	Implements individualized teaching plans in order to promote, maintain and enhance nutritional health and learning.
10.4.6	Demonstrates competent use of technology to enhance learning experiences and the delivery of information.
<b>10.5 Evaluates the achieved learning and delivery methods when delivering education to individuals, groups and populations.</b>	
10.5.1	Develops and uses evaluation instruments to assess education outcomes.
10.5.2	Obtains feedback on teaching style and content delivery methods used.
10.5.3	Analyzes and synthesizes collated data to recommend and make modifications to education and programs.

Sphere 10: Education and Counseling	
10.6 Applies behavior theories in nutrition counseling.	
10.6.1	Assesses client/patient nutritional needs and appropriateness of the counseling.
10.6.2	Applies a variety of counseling theories, psychological methods and strategies that empower clients/patients to make changes.
10.6.3	Applies counseling principles and evidence-based practice when providing individual or group sessions.
10.6.4	Identifies indications, contraindications, benefits, risks and limitations of counseling or behavior change therapy.
10.6.5	Demonstrates an understanding of transference and countertransference in therapeutic relationships.
10.6.6	Determines client/patient expectations and aspirations and manages situations wherein these expectations cannot be met.
10.6.7	Assesses client/patient readiness to change when applying specific counseling strategies.
10.6.8	Develops counseling or coaching goals in collaboration with clients.
10.6.9	Assists with resolution of barriers to achieving goals of counseling and coaching.
10.6.10	Evaluates the effectiveness of counseling or therapy and makes modifications as required.
10.6.11	Refers client/patient to appropriate professionals when counseling, therapy or mental health status is beyond competence and legislative scope of practice.

## Foundational Essential Practice Competencies

Sphere 11: Clinical Care	
RDNs Competencies and Performance Indicators	NDTRs Competencies and Performance Indicators
<b>11.1 Conducts nutrition screening to identify individuals who require a nutrition assessment.</b>	<b>11.1 Conducts and interprets nutrition screening using validated tools for individuals, groups or targeted populations.</b>
11.1.1 Leads intra- and interprofessional teams to identify, develop, implement and evaluate valid and reliable nutrition screening tools and procedures.	11.1.1 Participates in the development and implementation of valid and reliable nutrition screening tools and procedures.
11.1.2 Conducts nutrition screening to identify client/patient risks and levels of criticality, and to direct services.	11.1.2 Conducts nutrition screening using standardized, validated tools to identify client/patient risks and levels of criticality.
11.1.3 Compares nutrition screening results with normative references in order to determine nutrition risks to individuals.	11.1.3 Compares nutrition screening results with normative references to determine nutrition risks to individuals.
11.1.4 Determines appropriate service and referral needs based on screening data.	11.1.4 Recommends appropriate service and referral needs based on screening data.
	11.1.5 Communicates screening information to RDNs or appropriate health professionals.
<b>11.2 Conducts a nutrition assessment to establish nutrition diagnoses, prescriptions, and care plans.</b>	<b>11.2 Conducts a nutrition assessment to support the establish nutrition diagnoses, prescriptions, and care plans.</b>
11.2.1 Selects valid and reliable tools to conduct comprehensive nutrition assessments.	11.2.1 Utilizes valid and reliable tools to conduct nutrition assessments.
11.2.2 Interviews clients/patients and reviews health records to collect information about medical history and food and nutrition intake.	11.2.2 Interviews clients/patients and reviews health records to collect information about medical history and food and nutrition intake.
11.2.3 Collects information related to client/patient use of medications, dietary supplements and integrative and functional medicines to identify potential adverse drug and nutrient interaction.	11.2.3 Collects information related to client/patient use of medications, dietary supplements and integrative and functional medicines to identify potential adverse drug and nutrient interaction.
11.2.4 Assesses client/patient physical activity levels to determine nutrition requirements.	11.2.4 Gathers information to assess client/patient physical activity levels.
11.2.5 Conducts nutrition-focused physical examinations to determine nutritional statuses of clients.	11.2.5 Gathers information related to biochemical tests to inform nutrition diagnoses and nutrition care plans.



Sphere 11: Clinical Care			
11.2.6	Collects and analyzes anthropometric and body composition data to contribute to nutrition diagnoses.	11.2.6	Collects and analyzes anthropometric and body composition data to support nutrition diagnoses.
11.2.7	Performs calculations to determine nutritional requirements by identifying and utilizing patient-appropriate formula.	11.2.7	Gathers and evaluates information related to behaviors, beliefs, knowledge, and client/patient attitudes that influence nutrition and health.
11.2.8	Recommends biochemical tests and reviews results to support diagnoses and plans of care.	11.2.8	Identifies cognitive and physical attributes that affect nutrition-related tasks (e.g., self-feeding and other activities of daily living [ADLs]) and instrumental ADLs (e.g., shopping and food preparation).
11.2.9	Orders biochemical tests and reviews results to support diagnoses and plans of care.	11.2.9	Gathers information that affects intake, nutrition and health status (e.g., cultural, ethnic, religious, lifestyle influencers, psychosocial, and social determinants of health).
11.2.10	Gathers and evaluates information related to behaviors, beliefs, knowledge, and client/patient attitudes that influence nutrition and health.	11.2.10	Interprets and communicates assessment findings to the RDNs to support determinations of nutrition diagnoses.
11.2.11	Assesses cognitive and physical attributes that affect nutrition-related tasks (e.g., self-feeding and other activities of daily living [ADLs]) and instrumental ADLs (e.g., shopping and food preparation).		
11.2.12	Gathers information that affects intake and nutrition and health status (e.g., cultural, ethnic, religious, lifestyle influencers, psychosocial, and social determinants of health).		
11.2.13	Analyzes diagnostic test results (e.g., fluoroscopy, swallowing evaluation, enteral feeding tube placement) to inform nutrition diagnoses.		
11.2.14	Analyzes and synthesizes assessment data and findings to establish nutrition diagnoses.		
11.2.15	Formulates PES (problem, etiology and signs/symptoms) statements to communicate nutrition diagnoses.		

<b>Sphere 11: Clinical Care</b>	
<b>11.3 Establishes and implements evidence-based nutrition interventions to address PES statements and client/patient goals.</b>	<b>11.3 Engages in activities that support the implementation and ongoing management of client/patient nutrition interventions.</b>
11.3.1 Establishes goals and desired outcomes in collaboration with clients/patients.	11.3.1 Discusses goals and desired outcomes with clients/patients to inform nutrition care plans.
11.3.2 Determines factors impacting client/patient progress in meeting goals and adjusts nutrition care plans accordingly.	11.3.2 Prioritizes specific nutrition problems to inform nutrition care plans.
11.3.3 Prioritizes specific nutrition problems to inform nutrition care plans and processes.	11.3.3 Recommends therapeutic diet or nutrition-related services.
11.3.4 Selects interventions intended to resolve or improve nutrition diagnoses.	11.3.4 Recommends dietary and oral nutrition supplements based on PES statement.
11.3.5 Establishes nutrition care plans, defining the time, frequency, and duration of interventions.	11.3.5 Implements nutrition interventions as defined in nutrition care plans.
11.3.6 Develops nutrition prescriptions to communicate clients'/patients' customized diet and nutrition needs.	11.3.6 Considers and communicates factors affecting client/patient progress in meeting goals.
11.3.7 Recommends therapeutic diets and dietary and oral nutrition supplements based on PES statements.	
11.3.8 Initiates or modifies orders for therapeutic diets and dietary and oral supplements based on PES statements.	
11.3.9 Leads the implementation of nutrition interventions in collaboration with clients/patients and the interprofessional team.	
11.3.10 Effectively documents and communicates nutrition assessment findings and nutrition diagnoses.	
<b>11.4 Prescribes, recommends and administers nutrition-related pharmacotherapy to support optimal patient/client outcomes according to standard of practice, legislation and organizational policies.</b>	
11.4.1 Identifies classifications of nutraceutical pharmacological agents and the action on the body.	

<b>Sphere 11: Clinical Care</b>	
<p>11.4.2 Demonstrates an understanding of pharmacokinetics, absorption, clearance, metabolism, latency periods, accumulation, half-life, and routes of drug administration.</p> <p>11.4.3 Identifies potential food-nutrient drug interactions based on physiological responses to pharmacological agents and takes appropriate action.</p> <p>11.4.4 Considers client/patient factors, nutritional impacts, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending or administering nutrition-related drug therapy.</p> <p>11.4.5 Implements, initiates, or modifies nutrition-related pharmacotherapy orders that address client/patient needs.</p> <p>11.4.6 Monitors responses and effects of nutrition-related drugs and takes required action to make modifications or adjustments to treatment plans.</p> <p>11.4.7 Evaluates, educates and counsels on the interrelationship and impact of pharmacotherapy on nutrients.</p>	
<b>11.5 Monitors nutrition care plans to ensure individual health goals are achieved.</b>	<b>11.4 Monitors nutrition care plans to ensure individual health goals are achieved.</b>
<p>11.5.1 Reevaluates and adjusts plans of care to support client/patient health goals.</p> <p>11.5.2 Monitors and identifies factors affecting client/patient progress in meeting goals.</p> <p>11.5.3 Adjusts interventions based on client/patient progress in meeting established goals.</p> <p>11.5.4 Establishes new goals and nutrition care plans when original or interim goals are met.</p> <p>11.5.5 Participates in discharge and transitional care planning to support optimal continuity of care.</p>	<p>11.4.1 Collects and communicates information to RDNs to inform required changes in nutrition care plans.</p> <p>11.4.2 Adjusts plans of care in collaboration with clients/patients, RDNs or the interdisciplinary team.</p>

<b>Sphere 11: Clinical Care</b>	
<b>11.6 Documents and maintains records according to the Standards of Practice for the RDN, legislation, regulations and organizational policies.</b>	<b>11.5 Documents and maintains records according to the Standards of Practice for the NDTR, legislation, regulations and organization policies.</b>
11.6.1 Maintains clear, accurate and appropriate patient/client records according to organizational policies, standards and state and federal regulations.	11.5.1 Maintains clear, accurate and appropriate patient/client records according to organizational policies, standards and state and federal regulations.
11.6.2 Adheres to legislative and organizational requirements regarding protection of privacy, security of information and storage and disclosure of client/patient records.	11.5.2 Adheres to legislative and organizational requirements regarding protection of privacy, security of information and storage and disclosure of client/patient records.
11.6.3 Takes action to anticipate and minimize foreseeable risk of unauthorized access to records.	11.5.3 Takes action to anticipate and minimize foreseeable risk of unauthorized access to records.

<b>Sphere 12: Business, Industry and Product Development</b>	
<b>RDNs Competencies and Performance Indicators</b>	<b>NDTRs Competencies and Performance Indicators</b>
<b>12.1 Leads or participates in the development of products and/or services related to food, nutrition, equipment and systems.</b>	<b>12.1 Participates in the development of products and/or services related to food, nutrition, equipment and systems.</b>
12.1.1 Conducts feasibility studies to determine validity of and need for products or services.	12.1.1 Supports coordination and administration of feasibility studies to inform the development of new products and programs.
12.1.2 Leads and facilitates product testing using industry standards to determine acceptability and viability, and to confirm desired outcomes.	12.1.2 Leads and facilitates product testing using industry-standards to determine acceptability and viability, and to confirm desired outcomes.
12.1.3 Develops and implements evaluation tools and methodologies to test products and services.	
12.1.4 Interprets and advises on food manufacturing standards, regulatory requirements, policies and national dietary guidelines to inform others and to support product development.	
12.1.5 Incorporates market research, consumer insights and current evidence-based literature when developing new products and services.	
<b>12.2 Applies knowledge of evidence-based literature and research to support the marketing, advertising and sale of product and services.</b>	<b>12.2 Uses evidence-based literature and research to support the marketing, advertising and sale of product and services.</b>
12.2.1 Evaluates product characteristics, ingredients and claims in order to ensure accuracy and compliance with regulatory requirements.	12.2.1 Gathers data to support the evaluation of product characteristics, ingredients and claims in order to ensure compliance with regulatory requirements.
12.2.2 Works collaboratively with team to identify market trends and to target client/patient wants and needs.	12.2.2 Participates in team discussions to identify market trends and to target client/patient wants and needs.
12.2.3 Conducts environmental scans and evaluates product ingredients and claims to develop advertising and marketing strategies.	12.2.3 Conducts environmental scans and literature reviews and collects data to support team decisions.
12.2.4 Collects, reviews and evaluates literature and data to define target audiences.	12.2.4 Collects data to define target audiences.

<b>Sphere 12: Business, Industry and Product Development</b>			
12.2.5	Reviews and evaluates science and evidence-based literature to validate claims	12.2.5	Communicates product claims, identifying validated product ingredients and characteristics in collaboration with product development team.
12.2.6	Communicates product claims identifying validated product ingredients, indications and evidence-based characteristics.	12.2.6	Contributes to the development of client/patient messaging, taking into consideration change management and motivation
12.2.7	Educates project team on nutrition claims using current science and evidence-based literature.	12.2.7	Considers audience needs and product features and suggests adjustments to messaging and delivery methods accordingly.
12.2.8	Applies principles of change management, motivation and evidence- based practice.	12.2.8	Collaborates and communicates with external stakeholders to support product acceptance.
12.2.9	Considers audience needs and product features and suggests adjustments to messaging and delivery methods accordingly.		
12.2.10	Collaborates and communicates with external stakeholders to support product acceptance.		
12.2.11	Develops evidence-based scientific information that is clear, and client-/patient-focused.		
<b>12.3 Incorporates key sale's principles, ensuring integrity of self, employer and the nutrition and dietetics profession.</b>			
12.3.1	Adheres to the Code of Ethics of the profession.		
12.3.2	Establishes, implements and evaluates measurable goals to meet projections or targets.		
12.3.3	Instills and maintains trust and respect from clients/patients, stakeholders and others.		
12.3.4	Maintains accurate and legible documentation of client/patient interactions.		
12.3.5	Adheres to legislation, regulations, standards and guidelines when selling products and services.		
12.3.6	Demonstrates advanced communication, negotiation and leadership skills and flexibility with clients/patients, team and others.		
12.3.7	Develops and implements marketing materials and advertisements, adhering to legislative, regulatory and organizational policies.		
12.3.8	Adheres to industry regulations, standards and policies when engaging in market testing process and market research testing activities for products or services.		
12.3.9	Accurately and objectively interprets stakeholder consultation and data to inform product and services development and delivery.		

<b>Sphere 12: Business, Industry and Product Development</b>	
<b>12.4 Develops advertising messages and materials in a professional and ethical manner.</b>	<b>12.4 Develops advertising messages and materials in a professional and ethical manner.</b>
12.4.1 Stays abreast of changing trends and technology in promotion, marketing and advertising products and services.	12.4.1 Stays abreast of changing trends and technology in promotion, marketing and advertising products and services.
12.4.2 Adheres to advertising regulations and organizational policies.	12.4.2 Adheres to advertising regulations and organizational policies.
12.4.3 Ensures advertising information is evidence-based, balanced, accurate and in the public's best interest.	12.4.3 Ensures advertising information is evidence-based, balanced, accurate and in the public's best interest.
12.4.4 Conduct market research and analyzes results to understand consumer behaviors and to inform ethical marketing strategies.	12.4.4 Engages in market research activities to understand consumer behaviors and to inform ethical marketing strategies.
12.4.5 Collaborates with others to develop materials and messaging when required skills exceed ability levels.	12.4.5 Collaborates with others to develop materials and messaging when required skills exceed ability levels.

**Sphere 13: Community, Population and Global Health**

**RDNs and NDTRs Competencies and Performance Indicators**

**13.1 Advocates for health promotion and disease prevention in communities, in populations and globally.**

- 13.1.1 Advocates for and promotes food and nutrition programs and resources to address issues of food insecurity, nutritional health and overall health and wellness.
- 13.1.2 Leads or participates in the development of food and health policies.
- 13.1.3 Collaborates with community partners and stakeholders in promoting health and disease prevention.
- 13.1.4 Influences legislation, regulation, and policy changes to impact nutrition and well-being in the community.

**13.2 Conducts a needs assessment to support the development and implementation of nutrition and dietetics or health promotion programs, initiatives or interventions.**

- 13.2.1 Identifies determinants of health and influences on population health status.
- 13.2.2 Identifies and reviews evidence-based literature to create programs and to justify needs and actions.
- 13.2.3 Identifies individual, organization and government roles and responsibilities within public health and health care systems.
- 13.2.4 Identifies available resources and international, national, institutional and local funding models to support planning.
- 13.2.5 Collaborates with stakeholders to determine level of support, opportunities and risks.
- 13.2.6 Determines resource needs to develop, implement and maintain programs, initiatives and interventions.
- 13.2.7 Utilizes applicable databases to analyze and assess variables associated with target populations.
- 13.2.8 Synthesizes assessment data to determine and prioritize program goals and objectives.
- 13.2.9 Examines trends and current issues that impact public and global health from existing, new and reemerging diseases that spread through travel and global trade.
- 13.2.10 Examines the impact of global food supply and sustainability in order to identify target population needs and barriers.
- 13.2.11 Examines how globalization impacts food and nutrition and diseases in developing countries.

**13.3 Designs and develops community and population health programs, interventions or initiatives to meet the needs of communities and/or populations.**

- 13.3.1 Designs programs, interventions, or initiatives based on assessment and surveillance data and evidence-based literature.
- 13.3.2 Applies community-based and population-based models and theories in the development of programs and interventions.
- 13.3.3 Takes into consideration any population and environmental disparities (e.g., sickness and disease, food and water access finances, air and water quality) when developing programs.
- 13.3.4 Collaborates with community partners to design programs.
- 13.3.5 Takes into consideration World Health Organization and public health policies and standards to design programs, initiatives and interventions.
- 13.3.6 Prioritizes goals and objectives based on health problems and health problem changeability.



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## Sphere 13: Community, Population and Global Health

### 13.4 Identifies and prioritizes agricultural issues and takes action to ensure sustainable food systems, prevention and wellness programs and initiatives.

- 13.4.1 Communicates with stakeholders using agricultural terminology and concepts.
- 13.4.2 Applies knowledge of local and global food markets, food production systems and nutrition regulations.
- 13.4.3 Makes recommendations to increase sustainable, resilient, and healthy food and water systems while reducing impact on people, animals and the environment.
- 13.4.4 Makes recommendations to prevent and divert wasted food throughout the food system.
- 13.4.5 Identifies and creates partnerships with local and global food growers and producers to increase access to nutrient-dense food/crops that are affordable, culturally relevant, environmentally friendly, efficient, resilient and substantiable.

## Sphere 14: Foodservice Systems and Management

### RDNs and NDTRs Competencies and Performance Indicators

#### 14.1 Analyzes, designs and monitors foodservice systems to optimize operations.

- 14.1.1 Conducts needs assessments in collaboration with staff and organizations to determine overall department needs.
- 14.1.2 Designs plans for the purchase of equipment for the production and service of food that meets required safety and sanitation standards.
- 14.1.3 Purchases food service equipment that meets expectations of stakeholders
- 14.1.4 Applies nutrition and foodservice principles in order to develop equipment specifications that meet expectations of internal and external stakeholders.
- 14.1.5 Applies budgeting principles when ordering products, equipment and supplies.
- 14.1.6 Considers staffing, processes, equipment, and lay-out plans to optimize workflow and to ensure a safe environment.
- 14.1.7 Adheres to all relevant regulatory guidelines in establishing facility layout and design.
- 14.1.8 Applies principles of food safety and sanitation in the design and purchase of equipment for production and service of food.

#### 14.2 Develops, implements and evaluates recipes and menus for food production in delivery systems.

- 14.2.1 Adheres to and communicates relevant regulations, dietary guidelines, and organizational policies in menu development and implementation.
- 14.2.2 Evaluates and incorporates individual and target group needs and requirements in the development of menu items.
- 14.2.3 Incorporates principles of food science and production in recipe development.
- 14.2.4 Evaluates menus to determine the capabilities of facilities and staff to support efficient and effective production.
- 14.2.5 Participates in ongoing evaluation of menu items, quality of products, costs, nutritional values and client needs.
- 14.2.6 Modifies recipes and menus to accommodate economic and cultural needs.
- 14.2.7 Develops recipes and menus for therapeutic diets in order to achieve nutritional goals and requirements.
- 14.2.8 Participates in and coordinates with committees and staff to review product needs and to determine purchasing.
- 14.2.9 Develops tools and measurements to evaluate menu items, quality of products, costs, nutritional values and client/patient needs.
- 14.2.10 Seeks and incorporates staff and client/patient feedback in developing menus and recipes.

#### 14.3 Develops, manages, and demonstrates accountability for operational budgets in foodservice systems.

- 14.3.1 Leads the development of budget preparation in accordance with generally accepted accounting principles and organizational structure.
- 14.3.2 Implements reliable and accurate systems for budgets and financial records maintenance that adheres to generally accepted accounting principles.
- 14.3.3 Collects financial, sales, program and environmental data to identify and assess current trends in order to efficiently plan and forecast needed resources and budget.
- 14.3.4 Synthesizes and analyzes data from multiple sources to manage and monitor budget.
- 14.3.5 Identifies opportunities to maintain and increase revenue, and to avoid/limit losses.

**Sphere 14: Foodservice Systems and Management**

14.3.6	Initiates capital requests, providing sound evidence to justify needs.
14.3.7	Demonstrates understanding of payment and reimbursement models, and their financial impact.
14.3.8	Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities.
14.3.9	Forecast food supply needs based on the population, historical records, and planned menus.
<b>14.4 Engages in activities related to foodservice procurement, storage, production and distribution.</b>	
14.4.1	Follows matrixes or measures to evaluate needs for financial, technical and equipment resources for the provision of foodservices.
14.4.2	Applies ethical principles when making financial decisions to reduce or increase resources (e.g. patient/client/customer safety, food quality).
14.4.3	Acts as a departmental and organizational liaison between involved parties.
14.4.4	Establishes inventory control procedures to ensure adequate and safe food, equipment and supplies, and to prevent loss and waste.
14.4.5	Applies receiving and storage principles in alignment with the food safety code, nutrition guidelines, and regulations.

<b>Sphere 15: Organization Management</b>	
<b>RDNs Competencies and Performance Indicators</b>	<b>NDTRs Competencies and Performance Indicators</b>
<b>15.1 Employs principles of productivity to optimize safe, ethical, and efficient resource utilization.</b>	<b>15.1 Employs principles of productivity to optimize safe, ethical, and efficient resource utilization.</b>
15.1.1 Establishes, monitors and communicates clear targets for departments and organizations aligned with common objectives and goals.	15.1.1 Applies criteria to measure and monitor productivity in order to support safe, ethical, and efficient service delivery.
15.1.2 Develops and applies criteria to measure and monitor productivity in order to support safe, ethical, and efficient services delivery.	15.1.2 Develops goals and outcomes to measure and enhance productivity.
15.1.3 Develops goals and outcomes to measure and enhance productivity.	15.1.3 Assesses skills and competence of staff to optimize workflow.
15.1.4 Assesses skills and competence of staff to optimize workflow.	15.1.4 Monitors staff compliance with laws, policies, procedures and established systems.
15.1.5 Monitors staff compliance with laws, policies, procedures and established systems.	15.1.5 Leads and participates in departmental goal-setting to support organizational strategic plans.
15.1.6 Leads and participates in departmental and organizational goal- setting in order to align departmental goals with organizational strategic plans.	15.1.6 Measures goals and tracks outcomes against established benchmarks to ensure desired goals, standards and regulatory requirements are met.
15.1.7 Measures goals and tracks outcomes against established benchmarks to ensure desired goals, standards and regulatory requirements are met.	15.1.7 Develops, implements, monitors and evaluates strategies for efficient workflow.
15.1.8 Develops, implements, monitors and evaluates strategies for efficient workflow.	15.1.8 Communicates process changes to staff, clients/patients, vendors and other stakeholders.
15.1.9 Communicates process changes to staff, clients/patients, vendors and other stakeholders	15.1.9 Advocates and allocates resources to increase staff skills, considering the best interests of the public.
15.1.10 Advocates and allocates resources to increase staff skills, considering the best interests of the public.	
<b>15.2 Applies principles of financial management to support and achieve budgetary goals.</b>	<b>15.2 Applies principles of financial management to support and achieve budgetary goals.</b>
15.2.1 Establishes and maintains an operational budget.	15.2.1 Establishes and maintains an operational budget.
15.2.2 Manages expenditures and revenues using established procedures and tools.	15.2.2 Manages expenditures and revenues using established procedures and tools.

<b>Sphere 15: Organization Management</b>	
15.2.3 Synthesizes and analyzes data from multiple sources to manage organizational budgets.	15.2.3 Synthesizes and analyzes data from multiple sources to manage organizational budgets.
15.2.4 Conducts and participates in cost analyses to establish budget priorities.	15.2.4 Participates in or conducts cost analyses to establish budget priorities.
15.2.5 Interprets operational data and financial statements to manage programs and services within budget.	15.2.5 Interprets operational data and financial statements to manage programs and services within budget.
15.2.6 Applies knowledge of payment and reimbursement models.	
15.2.7 Negotiates payment and reimbursement for clients/patients in order to promote access to care.	
<b>15.3 Applies principles of project management to achieve goals and objectives.</b>	<b>15.3 Applies principles of project management to achieve goals and objectives.</b>
15.3.1 Defines project parameters in collaboration with key stakeholders.	15.3.1 Leads and participates in team meetings to establish project parameters.
15.3.2 Leads and participates in stakeholder analyses in order to establish project objectives and goals.	15.3.2 Participates in stakeholder analyses in order to establish project objectives and goals.
15.3.3 Communicates purpose and desired outcomes to stakeholders in order to achieve project objectives and goals.	15.3.3 Communicates purpose and desired outcomes to stakeholders in order to achieve project objectives and goals.
15.3.4 Manages risks to ensure successful completion of projects.	15.3.4 Manages risks to support successful completion of projects.
15.3.5 Identifies and anticipates risks related to projects and/or organizations.	15.3.5 Identifies and reports risks related to projects.
15.3.6 Tracks progress and completion of deliverables and takes action to keep projects within scope.	15.3.6 Tracks progress and completion of deliverables and takes action to keep projects within scope.
<b>15.4 Coordinates human resource activities, adhering to labor agreements, organizational policies and applicable legislation.</b>	
15.4.1 Utilizes policies and processes to manage workforce.	
15.4.2 Recruits staff based on required competence and qualifications in order to ensure safe and optimal delivery of service.	
15.4.3 Reviews and updates job descriptions to reflect current practices and organizational needs.	
15.4.4 Plans and coordinates staff orientations and trainings in order to ensure competence.	
15.4.5 Assigns responsibilities to various team members according to scope of practice and personal competence.	
15.4.6 Establishes, communicates and measures performance expectations of staff, and makes and documents recommendations or required actions for improved performance and competence.	
15.4.7 Initiates, manages and documents staff remediation and termination processes, applying applicable legislation and labor agreements.	

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**Sphere 15: Organization Management**

15.4.8 Demonstrates an understanding of how individuals and groups interact within organizations.

15.4.9 Takes into consideration individual and organizational culture and behaviors when planning and managing.

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## Essential Practice Competencies Glossary of Terms

Note that the Glossary is included with the sole intent to clarify the use of terms in the Essential Practice Competencies, and is not intended to replace the Definition of Terms List.

**Advocacy** – A wide range of activities conducted to influence decision makers at various levels. This definition intentionally includes not only traditional advocacy work like litigation, lobbying, and public education, but also capacity building, network formation, relationship building, communication, and leadership development.

**Client/Patient/Resident/Family/Customer** – Generally, these terms are used interchangeably with the actual term used in a given situation dependent on the setting and the population receiving care or services. In a clinical setting, the terms client/patient are commonly used. As a universal term, the use of “customer” is intended to encompass all the other terms with the meaning taken by the reader or listener reflecting the context of the situation and setting. Use of “customer” is not intended to imply monetary exchange. The Revised 2024 Scope and Standards of Practice for Registered Dietitian Nutritionists includes the following statement: “Terms such as patient, client, individual, and population are interchangeable in this resource depending on the indicator wording. The term could also mean patient, client, individual, family, caregiver, participant, consumer, customer, or any individual, group, or organization to which an RDN provides care or service.”

**Clinical Nutrition and Dietetics Practice** – Utilizes the skills, knowledge, and applied judgment of the RDN or RD whose practice involves nutrition care, medical nutrition therapy and related services provided to individuals and/or groups of all ages to address health promotion; and prevention, delay or management of diseases and/or conditions.

**Code of Ethics** – A statement or series of principles issued by an organization to help its members/credentialed practitioners conduct their actions in accordance with its primary values and standards of conduct. The Preamble of the Code of Ethics for the Profession of Dietetics 2009 “was created by the Academy’s Board of Directors, House of Delegates and Commission on Dietetic Registration to provide guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted the Code of Ethics to reflect the values and ethical principles guiding the dietetics professional and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues and other professionals.”

**Community Nutrition** – Community nutrition encompasses individual and interpersonal-level interventions that create changes in knowledge, attitudes, behavior and health outcomes among individuals, families or small, targeted groups within a community setting.

**Credential(s)** – A designation (often a certification) conferred by an organization (usually a licensing board, certification body or employer) that documents the knowledge, skills, attitudes, abilities and/or competencies that a practitioner has mastered. The credential is often a prerequisite for practicing in a defined professional

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role or health care setting (e.g., an RDN or RD providing inpatient clinical care or an NDTR or DTR directing a hospital's foodservice).

**Comparative Standards** – National, international, institutional and/or regulatory standards when available are essential for evidence-based nutrition and dietetics practice. Nutrition and dietetics practitioners must identify the most appropriate reference standard(s) or goal(s) based on practice setting, age of client/patient/customer when applicable, disease injury state and severity when applicable, or other parameters applicable to a setting or client/ patient/customer population.

**Evidence-based nutrition and dietetics practice** - Evidence-based nutrition and dietetics practice involves systematically finding research evidence and assessing its validity, applicability and importance to food and nutrition practice decisions; and is based on the best available evidence in the context of the practice situation and the values of clients, customers and communities to achieve positive outcomes. Best available evidence includes research, national and/or international guidelines, policies, consensus statements, expert opinion and quality improvement data. Evidence-based nutrition and dietetics practice involves continuing evaluation of outcomes, which becomes part of the evidence base.

**Funding Model** – Refers to a systematic and methodical means of establishing a reliable revenue stream to support an organization or project. This may include federal, educational or other grants, a relationship with a state or federal program, a relationship with another organization, or establishment of fees or service charges.

**Human Sciences (Social Sciences)** – The study and analysis of behaviors, attitudes, activities, or relationships of humans or individuals as members of society.

**Informed Consent** – The process of securing agreement from the client/ patient for a medical, surgical or other healthcare intervention such as nutrition intervention/plan of care/nutrition counseling, or from a potential research subject only after they have been fully informed of the possible consequences, side effects or potential complications of the treatment or procedure, or participation in the research study.

**Nutrition Screening Tools** – Quick and convenient, validated and reliable tools used to identify a client/patient/group who may have a nutrition diagnosis or be at risk for a nutrition-related problem and/or malnutrition, e.g., Malnutrition Screening Tool (MST), Malnutrition Universal Screening Tool (MUST).

**Nutrition Care Process** – A process for identifying, planning for, and meeting nutrition needs which includes four steps: Nutrition Assessment, Nutrition Diagnosis, Nutrition Intervention, Nutrition Monitoring and Evaluation.

**Population and Public Health** – Population refers to the identification of a specific group, such as clients/patients in a state, community or residents of a facility. Public Health applies principles to design programs, systems, policies and environments that aims to improve or maintain the optimal health of populations and targeted groups.



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**Professional Practice** – In the context of nutrition and dietetics – activities undertaken as an employee or a volunteer in the administration, delivery, promotion, and support of nutrition and dietetics-related client/patient/customer care, services, education, business, research, and public service; and in local, state and national association activities.

**Risk Management** – Identifying, analyzing and evaluating potential problems, shortfalls, crises or even missed opportunities followed by the development of strategies or methods to mitigate, control or eliminate the risks. Risk management occurs in a health care setting as well as in an organization, or in a strategic or political context.

**Social and Health Determinants** – Any number of factors that may impact a client’s/patient’s/population’s health or nutrition status. Such factors can include, but are not limited to education, socioeconomic status, living conditions, relationships, human genomics, access to healthcare, access to food, and individual behaviors, such as exercise, diet, sleep, smoking, environmental factors.

**Scope and Standards of Practice for the Registered Dietitian Nutritionist and for the Nutrition Dietetic Technicians, Registered –**

The Scope and Standards of Practice are a comprehensive framework describing both the competent level of practice as well as the depth and breadth of practice in nutrition and dietetics for RDNs or NDTRs. The Scope and Standards of Practice serve as a key resource for credentialed nutrition and dietetics practitioners to: understand the practice environment and standards that guide practice; evaluate, improve, and expand their practice; and demonstrate and assure safe and quality practice for the individuals and organizations they serve. Individuals can locate the scope and standards of practice at [www.cdrnet.org/scope](http://www.cdrnet.org/scope).

**Stakeholder** – The significant participants involved in or affected by a given process, such as the public, clients/patients/customers, employers, accrediting bodies, licensing boards, RDNs or RDs, and NDTRs or DTRs.

**Technical Judgment** – Judgment exercised by the professional that is developed through clinical, academic or other professional experience over time, combined with knowledge gleaned from academic and/or continuing education pursuits.

**Technology Platform** – Typically refers to a computer or information technology (IT) context – the technology platform may be an operating system, an application, a system for electronic healthcare records, a system for coding and billing, or any database or electronic system that enables or facilitates health care or professional activities.

**Third Party** – In the health care environment, a third party is typically an entity or organization that is outside the therapeutic relationship, such as a third party payer. A third party payer is any organization, public or private, that pays or insures health or medical expenses on behalf of beneficiaries or recipients, such as commercial insurance companies, Medicare, and Medicaid.