



<b>Policy Title:</b>	<b>Required Skills and Abilities for the Dietetics Program – Undergraduate</b>	No.: 1.01
Approved By:	Director of Dietetics	
Approval Date:	September 1, 2022	Next Review: Spring 2026
Original Version:	February 2008	
Audience:	Students, Practice Education Partners, Faculty and Staff	

## Preamble

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The UBC Dietetics Program is committed to advancing equity, diversity and inclusion for the Program and dietetics profession, as it relates to the Program’s vision of inspiring learners to advance dietetic practice and food systems. Our core values of justice, integrity, inclusion, collaboration, and community-focus drive our approaches to Program planning, delivery, evaluation, and community engagement.

The Program is located on UBC’s Point Grey Campus, which is situated on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam). Practice education placements take place on the traditional, ancestral and unceded territories of many Indigenous peoples, in locations throughout present day British Columbia. The Program recognizes the original stewards of these lands, and engages in ongoing efforts towards decolonization of the Program and the dietetics profession.

The intention of this policy is to inform prospective and current dietetics students of the types of skills and abilities required to successfully complete the Program. These skills and abilities may be met with or without accommodations.

## Abbreviations

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BC	British Columbia
ICDEP	Integrated Competencies for Dietetic Education and Practice
LFS	Faculty of Land and Food Systems
the Program	UBC Dietetics Program – Undergraduate
UBC	University of British Columbia

## Policy

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To successfully complete the Program and qualify for professional registration, students must demonstrate all performance indicators within the [Integrated Competencies for Dietetic Education and Practice V3.0](#), which are national entry-to practice standards for dietitians in Canada.



Students living with disabilities or ongoing physical or mental health conditions have access to support through the [UBC Centre for Accessibility](#). Prospective and current students are encouraged to connect with the Centre for Accessibility if they have concerns about meeting the required skills and abilities for the Program due to disability or health reasons. The Program provides reasonable accommodations to students on a non-discriminatory basis consistent with [UBC policy](#), the BC Human Rights Code, and the Canadian Charter of Rights and Freedoms, to support their equitable opportunity to meet required skills and abilities.

See also: Program Policy [Health, Disability or Personal Issues Impacting Program Participation](#).

## Required Skills and Abilities (Technical Standards)

### *Acquiring Foundational Knowledge*

A student must be able to learn and apply the diverse foundational knowledge required for the dietetics profession. For example, a student must:

- Demonstrate adaptability to learn and apply knowledge in educational settings, such as university classrooms, community organizations, hospitals, and food service facilities
- Find, process, and critically appraise relevant information
- Retain knowledge from past learning or experience
- Self-assess learning needs

### *Obtaining and Interpreting Data*

A student must be able to identify, obtain and interpret relevant data. For example, a student must:

- Obtain and interpret information to assess nutrition risks and needs of individuals, including: medical history, laboratory values, demographic, psychosocial and health behaviour history, food and nutrient intake, and nutrition-focused observation data
- Perform calculations to determine food and nutritional requirements
- Obtain and interpret information to identify food and nutrition-related needs of groups, communities or populations
- Obtain and interpret information required to plan and deliver food provision services
- Obtain and interpret practice-based research data

### *Integrating Knowledge to Inform Decision-Making*

A student must be able to use a systematic approach to decision-making, to function in complex, fast-paced environments. For example, a student must:

- Use assessment findings to develop appropriate plans for individuals, groups and populations, which includes implementation, monitoring, and evaluation
- Make and justify decisions in consideration of ethics, evidence, contextual factors and patient/client/family/community perspectives
- Demonstrate effective problem solving and reasoning skills



- Function effectively in complex environments requiring time-sensitive decision-making
- Adapt to changing environments
- Function effectively with stressors and uncertainties that are inherent in health care delivery

*Developing Communication and Collaboration Skills*

A student must be able to develop effective communication and collaboration skills. For example, a student must:

- Communicate effectively and sensitively with individuals and groups, such as patients/clients and their families, health care professional teams, supervisors, employees, and community members
- Contribute productively to team work and collaborative processes
- Select and apply situationally-appropriate communication skills
- Select and implement situationally-appropriate educational strategies
- Develop respectful, appropriate relationships with others, such as peers, UBC faculty and staff, practice education preceptors, patients/clients etc.
- Apply interpersonal skills to effectively work with a wide range of peers, supervisors, colleagues, and patients/clients in varied settings

*Incorporating Ethical and Inclusive Attitudes and Behaviours into Dietetic Practice*

A student must be able to demonstrate attitudes and behaviours that support inclusive, culturally-safe, ethical dietetic practice. For example, a student must:

- Act with sensitivity and humility with regard to diverse cultural groups
- Act ethically and with integrity
- Engage in reflective practice to identify learning needs and goals
- Identify situations beyond personal knowledge or skill level, and address such situations by consultation, referral, or further learning, as appropriate

This policy was developed with guidance from the following sources:

- (1) [Integrated Competencies for Dietetic Education and Practice V3.0 \(2020\)](#)
- (2) [White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on Employment of People with Disabilities \(CCEPD\)](#)

**Reviewed by:**

	Action	Date	Status
UBC Dietetics Team	Review	December 23, 2021	Revised
UBC Centre for Accessibility (CFA) Advisor	Review	June 29, 2022	Minor edits suggested. Edits incorporated into revised version for approval.
Director of Dietetics	Review	September 1, 2022	Approved