

Job Class Profile: Regional Nutritionist**Pay Level: CG-41 Point Band: 950-993**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	7	6	2	3	7	6	6	2	2	
Points	327	100	13	14	210	130	124	43	21	982

JOB SUMMARY

The Regional Nutritionist is responsible to provide leadership, nutrition expertise and to promote healthy eating in all age groups within a region of the province. Responsible for assessing, planning, developing, coordinating, implementing and evaluating nutrition programs, initiatives, services, policies and resources. Works with a client population who are school-aged and beyond, however, there may be a requirement to work with clients that have not yet reached school age.

Key and Periodic Activities

- Provides nutrition program leadership which includes, but is not limited to, providing expert advice, identifying trends and issues in nutrition, preparing proposals/plans for program development, distributing national professional recommendations and promotional resources to health professionals, and representing the employer on committees, etc.
- Plans/assesses/implements/evaluates nutrition programs and initiatives; collaborates with Department of Health and Community Services, Regional Health Authorities and staff/volunteers on provincial programs/initiatives; develops and monitors nutrition indicators and participates in quality initiatives.
- Advocates for health policy with an impact on nutrition and contributes to the development and implementation of such policies within the organization and community level.
- Consults and acts as a resource on community nutrition issues; consults, directs and provides expert advice to other professional staff; provides education on health promotion principles and strategies; and provides input into the development of programs, documents, strategies and guidelines. May be involved in the reviewing and recommending the purchase or development of educational materials.
- Identifies need for nutrition education resources; develops and facilitates workshops and training sessions and presentations on nutrition related topics; assesses learning needs and implements professional development activities; responds to requests for media activities in conjunction with Corporate Communications; provides nutrition information to the general public; and prepares/develops nutrition articles, pamphlets, and other nutrition education resources.
- Coordinates and supervises community nutrition placements for dietetic interns and other post-graduate students and evaluates progress towards professional competencies; may participate in the selection and placement of dietetic interns and may mentor students from other professions.

Key and Periodic Activities

- Conducts annual food costing survey regionally, and; conducts or participates in other surveys, studies and research projects as required.
- Participates in planning, implementing and evaluating special promotions (i.e. Nutrition Month, Energy Drink Awareness, etc.)
- Participates in professional development.

SKILL

Knowledge

General and Specific Knowledge:

- Community nutrition
- Nutritional best practices, research techniques and promotional strategies
- Educational techniques (primarily adult learning)
- Policy and survey development

Formal Education and/or Certification(s):

- Minimum: Completion of an Undergraduate degree (Bachelor of Science - Nutrition); and successful completion of a Dietitians of Canada accredited dietetic internship program (RD), and the Canadian Dietetic Registration Exam.

Years of Experience:

- Minimum: 4 to 5 years in community nutrition

Competencies:

- Develop programs that meet organizational and community needs
- Provide expert advice in the field of community nutrition
- Conduct training and development programs

Interpersonal Skills

- A range of interpersonal skills are used to listen and ask questions to gather information, provide information and direction, instruct/teach/train, advocate, make formal presentations and adjust presentation styles to meet the needs of target audiences, gain the cooperation of others, provide expert advice and/or counselling, facilitate discussions at meetings and workshops and occasionally may deal with upset or angry people. The most important skills are to communicate and express ideas clearly both orally and in writing, to listen and then provide expert advice to improve clients' quality of life and to be approachable so clients are comfortable discussing issues.
- Communications occur with employees (planning services), supervisors/managers, clients and the general public, other government representatives (consultation and information sharing), internal department executives, community partners (to discuss programs and services required), public health nurses as well as with suppliers/contractors, students/trainees, external department executives, professional advisors and professional associations.
- The most significant contacts would be other health professionals, clients/general public and management personnel.

EFFORT

Physical Effort
<ul style="list-style-type: none"> — Work demands do not result in considerable fatigue, requiring periods of rest. — There is an occasional need for strength and endurance to lift and carry/move boxes of educational training items weighing up to 25lbs. — Regularly sits to work on the computer to develop presentations, etc. but has the ability to move around as required, and occasionally stands to deliver presentations, walks, and drives. — Regularly requires fine finger/precision work while using the computer to develop educational materials.
Concentration
<ul style="list-style-type: none"> — There is a constant requirement for visual concentration when reviewing visuals/graphics, staring at a computer monitor, and driving; — A regular requirement for auditory concentration when listening to others during telephone and in-person conversations. — There may be an occasional requirement for other sensory demands including taste when sampling cooking at community group events. — There is an occasional need for higher than normal levels of attentiveness and carefulness when driving in poor weather, and when proofreading pamphlets and policies. — Repetition requiring alertness occurs regularly when instructions are given to ensure the client's health and safety. — Time pressures, deadlines and interruptions occur regularly during the provision of program leadership activities. — There is a regular requirement for exact results and precision when developing educational materials such as pamphlets where grammar and details are very important.
Complexity
<ul style="list-style-type: none"> — Work tasks and activities are typically different/unrelated, requiring a broad range of skills and knowledge. — Tasks tend to be diverse/different and involve a wide variety of responsibilities and situations within the community nutrition field. Some work related challenges and issues require solutions to be found while others can be addressed through following procedures and/or guidelines or by working in a team setting. Tasks may require unique solutions or interpretation of guidelines, such as when implementing nutrition recommendations and communication guidelines. — Provides nutrition program leadership which includes providing expert advice, identifying trends and issues in nutrition and preparing proposals/plans for program development. — Plans/assesses/implements/evaluates nutrition programs and initiatives; develops and monitors nutrition indicators and participates in quality initiatives. — Provides education on health promotion principles and strategies; and provides input into the development of programs, documents, strategies and guidelines — Typically can reference professional journals, professional associations and other departmental staff, nutrition standards, acts and regulations, and can consult the manager and/or director for guidance.

RESPONSIBILITY

Accountability and Decision-Making
<ul style="list-style-type: none"> — Work is generally not prescribed or controlled. — Functions with considerable independence in scheduling events, responding to client inquiries, providing ongoing educational resource development, attending professional development activities (with no cost), and travel throughout the region. — Exercise a high degree of discretion when providing expert advice (i.e. new emerging issues and trends where there are questions from the public and when there is not much conclusive evidence or public health statements issued). Exhibits a high degree of independent judgment when factors are present that make implementation difficult (i.e. a nutrition related initiative that must be altered or adapted to accommodate needs of coastal communities).
Impact
<ul style="list-style-type: none"> — Work tasks and activities can impact the entire organization and the general public. Decisions or actions can impact processes and systems, information, finances, material resources, health and safety and corporate image. The greatest impact is on corporate image and the clients' health and safety if incorrect nutritional information is provided. — Work could either negatively or positively impact information being delivered regarding nutrition and related program development. It is difficult to estimate a time frame required to detect and correct errors. — The most likely error would be the miscommunication of nutrition information. Develops educational resource materials that are used by other health professional and community groups therefore the information must be accurate.
Development and Leadership of Others
<ul style="list-style-type: none"> — Not responsible for the supervision of staff. — Required to coordinate and supervise student placements for dietetic interns and evaluate their progress; provide leadership, direction, clinical consultation and expert advice to other professional staff, and provide feedback to other Regional Nutritionists and external companies on nutrition resources being developed. — Required to be team leaders in developing educational resources and project leaders for public awareness and educational initiatives.

WORKING CONDITIONS

Environmental Working Conditions
<ul style="list-style-type: none"> — Safety equipment and special precautions are not typically required. — There is limited likelihood of incurring an injury or illness. — Occasionally exposed to wet or slippery surfaces and adverse weather conditions when travelling which is often performed alone at night.