



Saskatchewan Dietitians Association Continuing Competence Program Workbook 2017-2018

As a regulatory body, the mandate of the Saskatchewan Dietitians Association is the protection of the public through the provision of safe, ethical and competent care from its members. One tool that SDA uses to fulfill its mandate of public protection is a mandatory continuing competence program for its members. Continuing competence is the ongoing ability of the RD to integrate and apply the knowledge, skills, judgment and attitude required to practice safely and ethically. The continuing competence program is an opportunity for the dietitian to reflect on his/her practice and take action to improve continually and to stay current in his/her dietetic practice.

The continuing competence program of the Saskatchewan Dietitians Association includes annual practice reflection, development of a learning plan and a report on the implementation of your learning plan and its impact on your practice at the end of the licensing year. A random audit provides further quality assurance to the continuing competence program. This workbook is intended to assist you in your continuing competence submission. **Please remember this is a workbook for your own use, and that you will still need to upload your practice reflection and submit your learning goals through the members' only side of the SDA website (www.saskdietitians.org) to do your licence renewal.** Retain your continuing competence documentation for a minimum of five years, in the event you are randomly selected to participate in the quality assurance audit of the continuing competence program.

Practice Reflection

Dietitians are skilled at conducting assessments of their clients, but may be less familiar with conducting a critical review of their own dietetic practice. The goal of practice reflection is to help you continually grow in your practice as a professional by identifying what you do well and areas you can improve upon.

The forms included in this document help identify areas you need to develop your knowledge and skills to stay current. This information is then utilized to develop your learning plan. The practice reflection consists of two components- the self-reflection and the self-assessment.

The practice reflection documents that you use to develop your learning plan are confidential. You are required to upload them to meet the requirements of the continuing competence program, but they are not reviewed by SDA. If you are among those randomly selected for the quality assurance audit, you will be required to submit your practice reflection for review by a member of the Professional Standards Committee of SDA. The auditors who review your documentation have signed confidentiality agreements with SDA.

Self-Reflection

The **self-reflection questions** are intended to get you thinking about your current dietetic practice (roles, responsibilities) and where you want/need to be in the future and the knowledge/skills you need to be a competent dietitian.

If you are not currently employed in dietetics or a related field, reflect upon volunteer experiences related to dietetics or where you hope to obtain employment in the future.

Self-Assessment

Self-assessment provides SDA members with a systematic way to compare their practice to a defined standard for the dietetic profession and identify areas that you perform well, want to maintain, develop or enhance.

The **self-assessment form** is based on the *Professional Standards for Dietitians in Canada* (Dietitians of Canada, 1996) document which identifies six broad professional standards and accompanying indicators. For the purposes of the self-assessment, the term “client” is used in a broad context and could refer to individual clients, communities or other health professionals. If you hold more than one job, you may use the notes section to indicate which position you are referring to for that specific competency. Similarly, use the notes section at the bottom of each page to offer your comments on why or why not you are choosing to set a goal in relation to a specific indicator. Use the 4 point scale to rate each indicator in regards to your level of competence. Below each set of indicators is a description of the scale rankings. **If you rank DEV (developmental) or DTE (desire to enhance) you should consider setting a goal related to this indicator.**

Learning Plan

From your practice reflection (self-reflection and self-assessment), develop a learning plan that addresses those areas that you self-identified as being priorities for the upcoming year. You may also choose to seek feedback from your employer, colleagues and/or patients to help in the development of your learning plan, but it is not mandatory.

As you prepare your learning plan, think about the following:

- ✓ What aspects (of my chosen competencies) are most important for me to learn?
- ✓ What education or training opportunities are available?
- ✓ What are my strengths that will assist me in meeting my learning goals?
- ✓ How do I learn best?
- ✓ Do my goals and planned learning activities directly link to my chosen competencies?
- ✓ How will I know when I have met my goals and made a difference in my practice?

Your learning plan must include a minimum of 2 items. In developing your learning plan, use the guiding questions to ensure goals are linked to your self-reflection/self-assessment and are specific to your continuing competence as a dietitian. **The learning plan should clearly articulate what you want to learn, why you want to learn it, how you are going to learn it and how you will know you have completed or reached your goal.** Please define all abbreviations.

In order for learning plans to meet your specific learning needs, they must be written well. Creating a suitable learning plan takes time to reflect, assess and eventually compose. The following tips may help you avoid some of the common pitfalls of learning plan development.

Tip #1

Learning goals need to identify what you want to learn. They should specifically outline a skill or area of knowledge that you would like to develop.

Learning goal	Not appropriate	The issue	Appropriate
<i>What specific knowledge or skill do I want to learn?</i>	Eating disorders	This is a topic and not a specific skill or piece of knowledge you want to increase.	Increase my knowledge of the current treatment options and management of disordered eating.

Learning goal	Not appropriate	The issue	Appropriate
<i>What specific knowledge or skill do I want to learn?</i>	Gut biome	This is a topic and not a specific skill or piece of knowledge you want to increase.	Increase my understanding of the gut biome and how diet can influence.

Tip #2

Be proactive. Seek out specific learning opportunities that will help you develop or achieve each learning goal.

Learning goal	Not appropriate	The issue	Appropriate
<i>What specific knowledge or skill do I want to learn?</i>	Stay up to date on current nutrition topics.	This is a passive approach with no focus. It is not specific.	Improve my knowledge on the nutrition issues important to athletes.

Learning goal, activities	Not appropriate	The issue	Appropriate
<p><i>Learning goal: Increase my knowledge of the current treatment options and management of disordered eating.</i></p> <p><i>How will I learn this?</i></p>	If a conference comes up, I will attend.	This is a passive approach. Be proactive and name specific learning activities.	<ul style="list-style-type: none"> ▪ Speak to colleagues who work in the area of eating disorders to identify any upcoming conferences and/or any recommended readings. ▪ Attend at least one conference on this topic to be able to network with other professionals and engage in any relevant discussions. ▪ Read a minimum of 3 journal articles on current treatment approaches and reflect on how the information can be applied in my practice.

Tip #3

Learning goals and outcomes are different. The end result is important part of your learning plan, but it does not indicate what you want to learn (i.e. your learning goal). Some people prefer to create learning goals from outcomes that they hope to achieve.

Learning goal	Not appropriate	The issue	Appropriate
<i>What specific knowledge or skill do I want to learn?</i>	Become a certified diabetes educator	The certification is the outcome (designation) that you will receive at the end, but the learning is not specified.	Enhance my knowledge of diabetes care and my skills as a diabetes educator.

Learning goal	Not appropriate	The issue	Appropriate
<i>What specific knowledge or skill do I want to learn?</i>	Create sample gluten free meal plans to provide to my clients.	This is an item that you hope to produce, but the learning is not indicated.	Develop skills in menu planning for clients with celiac disease.

Evaluation	Not appropriate	The issue	Appropriate
<i>How will I know when I have completed my learning need?</i>	Successfully completed a course or pass an exam	This doesn't describe the learning that will happen as a result of the outcome.	When I am using my newly acquired knowledge and skills in counseling my clients.

Tip #4

Differentiate between employment-related activities and professional learning goals. Many times job activities can also be your professional learning priorities, but you must apply the learning to your continued development as a dietitian.

Reason for learning	Not appropriate	The issue	Appropriate
<i>Why do I want to work on this?</i>	Lean is a provincial wide initiative/training	Be more specific about why you want to learn this. It can help you to focus your efforts and know when you have reached your goal.	As a provincial wide initiative, Lean training is mandatory in our health region. I want to understand how it applies to my role and become a leader in our organization.

Reason for learning	Not appropriate	The issue	Appropriate
<i>Why do I want to work on this?</i>	Part of my job	Being related to your job is insufficient of a reason for the learning. It needs to be specified what impact the learning goal will have on your professional development.	I am new to long term care and I know that swallowing problems are an issue. I don't want to overlook clients who require swallowing assessments.

Learning Activities

Learning activities are any intentional actions that you take to address your learning plan. They may be formal, informal, group or individual, provided by others or self-directed.

Selecting appropriate learning activities requires careful consideration of the resources available to you, how you learn best, the type of learning activities that will help you meet your learning plan and what can reasonably be accomplished.

Any activity that will help you achieve your goal is appropriate, but you need to be able to demonstrate how the activity demonstrates intentional learning. It is suggested that you try to incorporate different types of learning activities throughout your learning plan so you are not always using the same methods.

Some suggested learning activities include but are not limited to:

- Workshops, seminars, conferences, in-services, rounds or other education sessions
- Joining a specialty practice group
- Completing a college or university course (credit or non-credit)
- Independent internet research, online courses
- Reviewing policies, practice guidelines
- Reading text books, journal articles and/or participating in journal clubs
- Completing webinars or telehealth sessions
- Completing learning modules
- Consulting with practice experts or colleagues

As you work on your learning plan, you may want to keep a log of the activities you have undertaken (Appendix A and B). The learning log samples are included only as examples of tools you could use to document your activities, use of these forms is not mandatory. As you complete your learning activities, you will also want to maintain documentation and/or evidence that can demonstrate you have done what you have said you have done. You are not required to submit the documentation to SDA unless you are selected for the continuing competence program audit. If you are selected for the audit you will be given detailed instructions on what to submit.

Evaluation

Evaluation is the final requirement for your SDA Continuing Competence program submission and is due prior to March 31 as part of your licence renewal. Before you can start a new learning plan, your current learning plan needs to have the completion details filled in. The completion or evaluation is intended to help you determine if it was completed, what you learned from undertaking that goal and how it will impact on your dietetic practice.

Answer the guiding questions about your learning plan (progress to date, date completed and impact on practice). As you fill in the completion details, reflect upon and consider the following:

- ✓ What went well?
- ✓ What specifically did I learn that was new?
- ✓ What could still be improved for me?
- ✓ What still needs attention and what is next for me?
- ✓ Areas in which I performed well?

- ✓ What areas do I think I can still improve?
- ✓ Areas in which I need additional support or help?
- ✓ How did my continuing competence activities influence the way I now think, act/interact with others?

When you answer the question about “impact on practice”, be specific about your dietetic practice has changed or been enhanced as a result of working on this learning opportunity. Give specific examples of what you changed (or did not change) as a result of your new knowledge. Listing your insights demonstrates that you have reflected and brought the continuing competence process full circle.

When you fill in the completion details on your learning plan as part of your licence renewal, you are not required to submit evidence of your completed activities unless you are selected for a quality assurance audit.

Quality Assurance Audit

There is a quality assurance component to the continuing competence program that includes a random audit of 5% of the membership. If you are selected for the audit, you will receive a letter from SDA that requests you to submit a portfolio including a cover letter, resume, completed learning plan and evidence to support the completion details of your learning plan. Retain your continuing competence documentation for a minimum of five (5) years.

Submitting your Practice Reflection to SDA

Beginning in 2016 you will be required to submit your practice reflection to SDA as part of the continuing competence program by uploading it to the Members Only side of the SDA website. SDA will not review your practice reflection in depth, only confirm that the document you have uploaded is a practice reflection. The intent of having you upload it to the website is to have historical perspective and ensure that you have access to the document if you require it in the future (ie. if you are selected for the quality assurance audit of the continuing competence program).

Select “My Practice Reflection” from the Members Only side of SDA website and follow the instructions by selecting the correct term and uploading your practice reflection document which you have previously completed and saved to your computer.

My Practice Reflection

Annually, complete the mandatory practice reflection (questions and self-assessment form) using the electronic form provided by SDA. A blank copy of the practice reflection form can be found [here](#). *****You need to open the document and save the document to your computer. Then fill out the pdf fillable form and save to your computer again. If you do not save to your computer, you will not be able to upload the document and your work will be lost.** Then, using the drop down menu below, select the correct licensing year, then use the browse feature to select and upload the saved document from your computer.

In order to review past Practice Reflections and track the status of recent submissions, please visit your [Practice Reflection History](#) page.

For Term

2017/2018

My Practice Reflection *

Browse...

UPLOAD

Submitting your Learning Plan to SDA

Submit your learning plan online through the Members Only side of SDA website. Your learning plan will be reviewed by a member of the Professional Standards committee. At that time, if it meets the criteria (minimum of 2 goals, all fields complete, related to dietetics), its status will be changed to “received.” Your learning plan may also be subjected to further review and if the Professional Standards Committee determines it is necessary, you may be asked to revise your goal. If this occurs, your plan will be labeled “needs revision” and you will receive an email that identifies what section requires revision.

The screenshot shows the 'New Learning Plan' form. At the top, there is a navigation bar with links: My Profile, My Password, My Practice Reflection, My Learning Plans, My Licence Renewal, My Receipts, and Logout. The main heading is 'New Learning Plan'. Below the heading, there is a sub-heading: 'As part of SDA's continuing competence program, each registrant is required to submit an annual learning plan with a minimum of two goals. Please select the correct term and the appropriate number of goals from the drop down menu below. Using your practice reflection as a guide, fill in the details describing your learning plan for the upcoming licensing year.'

The form includes the following fields:

- For Term ***: A dropdown menu with '2016/2017' selected.
- Number of Goals ***: A dropdown menu with '2' selected.
- Learning Goal #1**: A text input field.
- Learning Need ***: A text input field with the prompt 'What specific knowledge or skill do I want to learn?'.

Once your plan has been labeled as “received”, additional boxes will appear on your learning plan where you can add completion details (date completed, progress to date, impact on practice).

This section contains three input fields:

- Completion Date ***: A text input field.
- Completion Summary/Progress ***: A text input field with a sub-heading: 'Partially complete, complete, or suspended with a brief description of progress to date. If you haven't completed this goal, give an anticipated completion date and/or indicate whether you are carrying this goal into next year.'
- Impact of Completed Learning Goal ***: A text input field with a sub-heading: 'How has my practice changed or been enhanced as a result of working on/completing this learning opportunity?'

If you want to add these details throughout the year and save but not submit for review, select “save submission” in the workflow box. If you prefer to wait and add all of your completion details at one time, ensure that “submit for review” is selected in the workflow box before you submit.

The Workflow section displays the following information:

- Workflow**
- Entry Id: 2718
- Submitted: 2016/02/22 at 11:01 am
- Last updated: 2016/05/12 at 9:42 am
- Submitted by: glmoore@sasktel.net
- Status: Pending

Below this information, there are two radio buttons:

- Save submission
- Submit for review

At the bottom right, there is a **SUBMIT** button.

On occasion, you may need to make changes to your learning plan throughout the year (ie. Change in job, unexpected circumstances). As you will be unable to change the wording of your learning goal once it has been marked “received”, contact the Registrar to have it changed.

When you submit your completion details, your learning plan will be labeled “pending completion” until it has been reviewed by a member of the professional standards committee to ensure that you have included completion details and reflection on impact and then it will be labeled “complete”.

Saskatchewan Dietitians Association Professional Self-Reflection

Name

- 1. What are my current dietetic practice area(s) and/or professional interests?** If you have multiple areas of practice, list them all. If you are not currently employed or volunteering in dietetics, describe areas of interest within dietetics.
- 2. What trends (professional, societal, environmental) are affecting or will affect my dietetic practice in the short and long term?** Consider trends that are impacting or may impact the dietetics profession as well as factors such as workplace change.
- 3. What knowledge and/or skills do I need to respond to the changes identified in question 2 and/or to stay current in my dietetic practice?**

Saskatchewan Dietitians Association Self Assessment Tool

STANDARD 1: PROVISION OF SERVICE TO A CLIENT

The dietitian uses a client-centered approach to provide and facilitate dietetic service.

Rating scale:

DEV = Developmental. This competency needs to be developed because I am new to this area of the profession, or because I may wish to change or expand my professional role and responsibilities, or because I need to improve my knowledge, skills, attitudes and critical judgments

COM = Competent. I have the knowledge, skills, attitudes and critical judgments to adequately meet all the requirements for this competency. I function independently, providing high quality dietetic services and client care.

DTE = Desire to Enhance. Even though I am competent, I would like to further enhance my knowledge, skills, attitudes and critical judgments in this competency area to become excellent.

EXC = Excellent. I excel at this competency and have more than average knowledge, skills, attitudes and critical judgments related to this area of professional practice. I provide high quality dietetic services and client care and demonstrate high levels of critical judgments.

*****If you rank an indicator as DEV or DTE, you should consider setting a goal related to this indicator.**

Self-Assessment Statements (Indicators)	Competency Scale				Notes
	DEV	COM	DTE	EXL	
I collaborate with my clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I collaborate with appropriate others (i.e. colleagues, outside agencies, students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I manage available resources effectively and efficiently (things to consider: choosing appropriate resources, referring clients to appropriate resources).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I apply a research-based approach in providing service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I use critical thinking to analyze, synthesize, and apply information to improve the quality and effectiveness of service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I create a client - centered environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: This section can be used to explain why you identified the priorities you did and/or to identify which job the identified priority relates to.

STANDARD 2: UNIQUE BODY OF KNOWLEDGE

The dietitian has an in-depth scientific knowledge of food and human nutrition, and integrates this knowledge with that from other disciplines including health and social sciences, education, communication and management.

Rating scale:

DEV = Developmental. This competency needs to be developed because I am new to this area of the profession, or because I may wish to change or expand my professional role and responsibilities, or because I need to improve my knowledge, skills, attitudes and critical judgments

COM = Competent. I have the knowledge, skills, attitudes and critical judgments to adequately meet all the requirements for this competency. I function independently, providing high quality dietetic services and client care.

DTE = Desire to Enhance. Even though I am competent, I would like to further enhance my knowledge, skills, attitudes and critical judgments in this competency area to become excellent.

EXC = Excellent- I excel at this competency and have more than average knowledge, skills, attitudes and critical judgments related to this area of professional practice. I provide high quality dietetic services and client care and demonstrate high levels of critical judgments.

*****If you rank an indicator as DEV or DTE, you should consider setting a goal related to this indicator.**

Self-Assessment Statements (Indicators)	Competency Scale				Notes
	DEV	COM	DTE	EXC	
I have the food, nutrition and other knowledge required to practice effectively in my area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I know how and where to locate needed information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I share knowledge and information with appropriate others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have a knowledge of the scope of dietetics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I promote and participate in the use of new knowledge in dietetics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I create an environment that assists individuals to acquire new knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: This section can be used to explain why you identified the priorities you did and/or to identify which job the identified priority relates to.

STANDARD 3: COMPETENT APPLICATION OF KNOWLEDGE

The dietitian competently applies the unique body of knowledge of food and human nutrition, and competently integrates this knowledge with that from other disciplines including health and social sciences, education, communication and management.

Rating scale:

DEV = Developmental. This competency needs to be developed because I am new to this area of the profession, or because I may wish to change or expand my professional role and responsibilities, or because I need to improve my knowledge, skills, attitudes and critical judgments

COM = Competent. I have the knowledge, skills, attitudes and critical judgments to adequately meet all the requirements for this competency. I function independently, providing high quality dietetic services and client care.

DTE = Desire to Enhance. Even though I am competent, I would like to further enhance my knowledge, skills, attitudes and critical judgments in this competency area to become excellent.

EXC = Excellent- I excel at this competency and have more than average knowledge, skills, attitudes and critical judgments related to this area of professional practice. I provide high quality dietetic services and client care and demonstrate high levels of critical judgments.

Self-Assessment Statements (Indicators)	Competency Scale				Notes
	DEV	COM	DTE	EXC	
I apply food and nutrition knowledge to my area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I collaborate with clients in the competent application of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I collaborate with appropriate others in the competent application of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I identify issues through data assessment, literature review and critical analysis of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I formulate goals, objectives and an action plan for the service provided to each client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I implement, monitor and modify the action plan to meet the needs of my client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I evaluate the plan by critically appraising the outcomes of my service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I establish and maintain an appropriate information and communications system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I apply knowledge from my previous experiences to my area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: This section can be used to explain why you identified the priorities you did and/or to identify which job the identified priority relates to.

STANDARD 4: CONTINUED COMPETENCE

The dietitian is responsible for life-long learning to ensure competence in her / his area of practice.

Rating scale:

DEV= Developmental. This competency needs to be developed because I am new to this area of the profession, or because I may wish to change or expand my professional role and responsibilities, or because I need to improve my knowledge, skills, attitudes and critical judgments

COM = Competent. I have the knowledge, skills, attitudes and critical judgments to adequately meet all the requirements for this competency. I function independently, providing high quality dietetic services and client care.

DTE = Desire to Enhance. Even though I am competent, I would like to further enhance my knowledge, skills, attitudes and critical judgments in this competency area to become excellent.

EXC = Excellent. I excel at this competency and have more than average knowledge, skills, attitudes and critical judgments related to this area of professional practice. I provide high quality dietetic services and client care and demonstrate high levels of critical judgments.

*****If you rank an indicator as DEV or DTE, you should consider setting a goal related to this indicator.**

Self-Assessment Statements (Indicators)	Competency Scale				Notes
	DEV	COM	DTE	EXC	
I reflect on my competence, strengths and learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I identify learning needs based on experiences encountered in my practice and develop a plan to meet those needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I ask appropriate others to provide me with feedback about my practice and the quality of service I provide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I use a variety of learning opportunities and resources to keep my knowledge and skills current.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: This section can be used to explain why you identified the priorities you did and/or to identify which job the identified priority relates to.

STANDARD 5: ETHICS

The dietitian practices in accordance with the ethical guidelines of the profession.

Rating scale:

DEV= Developmental. This competency needs to be developed because I am new to this area of the profession, or because I may wish to change or expand my professional role and responsibilities, or because I need to improve my knowledge, skills, attitudes and critical judgments

COM= Competent. I have the knowledge, skills, attitudes and critical judgments to adequately meet all the requirements for this competency. I function independently, providing high quality dietetic services and client care.

DTE = Desire to Enhance. Even though I am competent, I would like to further enhance my knowledge, skills, attitudes and critical judgments in this competency area to become excellent.

EXC = Excellent. I excel at this competency and have more than average knowledge, skills, attitudes and critical judgments related to this area of professional practice. I provide high quality dietetic services and client care and demonstrate high levels of critical judgments.

*****If you rank an indicator as DEV or DTE, you should consider setting a goal related to this indicator.**

Self-Assessment Statements (Indicators)	Competency Scale				Notes
	DEV	COM	DTE	EXC	
I demonstrate adherence to the SDA Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I practice within my level of competence and within the scope of my license.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I recognize my skill limitations and seek out the expertise of appropriate others when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I report unsafe practice or professional misconduct to the appropriate person or agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I protect my clients' rights (autonomy, respect, confidentiality, dignity, access to information).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I promote and support ethical behaviour in practice and in research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I use discussion with colleagues to resolve or interpret ethical issues and conflicts in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: This section can be used to explain why you identified the priorities you did and/or to identify which job the identified priority relates to.

STANDARD 6: PROFESSIONAL RESPONSIBILITY & ACCOUNTABILITY

The dietitian is accountable to the public and is responsible for ensuring that her / his practice meets legislative requirements and Standards of Practice for the profession.

Rating scale:

DEV= Developmental. This competency needs to be developed because I am new to this area of the profession, or because I may wish to change or expand my professional role and responsibilities, or because I need to improve my knowledge, skills, attitudes and critical judgments

COM= Competent. I have the knowledge, skills, attitudes and critical judgments to adequately meet all the requirements for this competency. I function independently, providing high quality dietetic services and client care.

DTE = Desire to Enhance. Even though I am competent, I would like to further enhance my knowledge, skills, attitudes and critical judgments in this competency area to become excellent.

EXC = Excellent. I excel at this competency and have more than average knowledge, skills, attitudes and critical judgments related to this area of professional practice. I provide high quality dietetic services and client care and demonstrate high levels of critical judgments.

*****If you rank an indicator as DEV or DTE, you should consider setting a goal related to this indicator.**

Self-Assessment Statements (Indicators)	Improvement Priority Scale				Notes
	DEV	COM	DTE	EXC	
I accept responsibility and am accountable for my own professional actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I ensure that my practice complies with current legislation, and the Standards of Practice of the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I ensure that my practice is based on current research and best practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I advocate for changes to relevant legislation, institutional guidelines, policies and procedures to ensure consistency with DC's Standards of Practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I advocate for improvements in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I act to ensure that public safety is maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: This section can be used to explain why you identified the priorities you did and/or to identify which job the identified priority relates to.

Saskatchewan Dietitians Association Learning Plan

-GOAL 1-

What specific knowledge or skill do I want to learn?

Why do I want to work on this? *If this goal is tied to a specific self-reflection question, please indicate which one. If this goal is related to the self-assessment, indicate which professional standard (e.g. Standard 3: Competent Application of Knowledge)*

How will I learn this?*e.g. attend courses or education events, perform journal reviews, networking*

How will I know when I have completed my learning need?

The following three sections are completed when you report on your learning plan at the end of the licensing year.

Progress (Complete, Partially Complete and overview)

Date Completed

How has my practice changed or been enhanced as a result of working on this learning plan?

-GOAL 2-

What specific knowledge or skill do I want to learn?

Why do I want to work on this? If this goal is tied to a specific self-reflection question, please indicate which one. If this goal is related to the self-assessment, indicate which professional standard.

How will I learn this?e.g. attend courses or education events, perform journal reviews, networking

How will I know when I have completed my learning need?

The following three sections are completed when you report on your learning plan at the end of the licensing year.

Progress (Complete, Partially Complete and overview)

Date Completed

How has my practice changed or been enhanced as a result of working on/completing this learning opportunity?

Appendix B- Sample Learning Log

Name of Conference, Event or Course:	Date/Time (# hours):	
Type (choose from options below):		
<input type="checkbox"/> Conference	<input type="checkbox"/> Learning on Demand	<input type="checkbox"/> Workshop
<input type="checkbox"/> Online Course	<input type="checkbox"/> Quick Sync Service	<input type="checkbox"/> Other:
Sessions/Topics:	Speaker/Author:	
Self Reflection:		
Why am I exploring this area? If it links to a goal on your learning plan, id which one.		
What did I learn?		
What impact will this information have on my practice?		
Links or references visited:		