
SDA

S A S K A T C H E W A N

Dietitians

A S S O C I A T I O N

Continuing Competence Program
Member Workbook
2018-19

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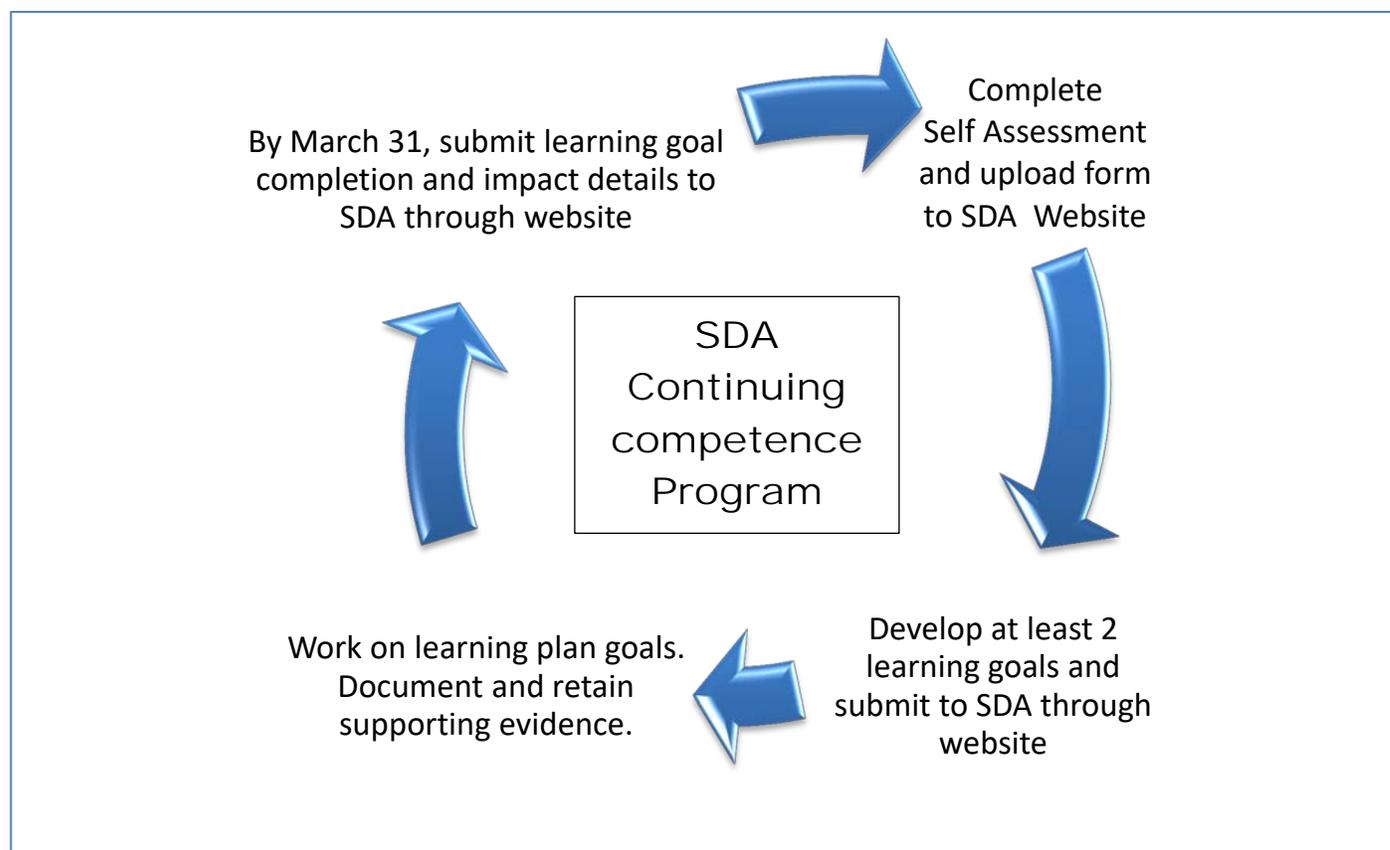
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Introduction

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 self-assessment, 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 license 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.



Self-Assessment

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 self-assessment is to help you continually grow in your practice as a professional by identifying what you do well and areas you can improve upon.

SDA's self-assessment has two parts (questions and self-evaluation) and is intended to help you to identify areas that you need to develop your knowledge and skills to stay current. From the results of the self-assessment you will develop your learning plan.

The self-assessment forms 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 and the purpose of them looking at the assessment is to assess whether you have completed the self-assessment and used it as the foundation for your learning plan as intended.

Self-assessment questions

The **self-assessment questions** are intended to get you thinking about your current dietetic practice and what knowledge/skills you will need to be a competent dietitian now and in the future. We have added two new questions, to bring the total to five.

- 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. Who are my clients?** Consider your client's demographics and needs.
- 3. Does my dietetic practice involve specialized areas of knowledge and/or include performance of any high risk activities?** Consider what knowledge and skills are needed to remain competent in this specialized area of practice.
- 4. 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.
- 5. What knowledge and/or skills do I need to respond to stay current in my dietetic practice and/or respond to the changes identified in question 3?**

Self-Assessment Form

Self-assessment against the professional standards for dietitians in Canada 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 and those you want to develop or enhance.

The current **self-assessment form** (Appendix A) 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.

Submitting your Self-Assessment to SDA

You are required to submit your self-assessment to SDA as part of the continuing competence program by uploading it to the Members Only side of the SDA website. SDA does not review your self-assessment, we only confirm that you have uploaded a document. 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).

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

Select “My Self-Assessment” from the Members Only side of SDA website and follow the instructions by selecting the correct term and uploading your self-reflection document (either word or pdf) which you have previously completed and saved to your computer.

Developing a Learning Plan

From your self-assessment, the next step is to develop at least two continuing competence learning goals that address those areas that you self-identified as being priorities for the upcoming year. The following sections of the workbook are intended to assist you in developing your goals, keeping in mind that in your submission to SDA, you are required to answer the following 4 questions for each learning goal:

What specific knowledge or skill do I want to learn or further enhance?

Why do I want to work on this? Which self-assessment question or professional standard(s) is this goal related to?

How will I learn this? What key learning activities do I plan on doing this continuing competence program year (April 1- March 31) to achieve this learning goal? e.g. workshop, webinar, perform journal reviews, courses, networking

How will I know when this learning need has been met? Describe in terms of outcomes that are measurable. (E.g. improved client care outcomes, increased confidence, enhanced knowledge/skills/competence)

Creating Learning Goals

Learning goals are intended to be in response to your self-assessment. From your self-assessment, take note of any indicators that you identified as DEV (developing) or DTE (desire to enhance). If you self-identify a specific topic as a learning priority, you should actively plan and take steps to meet that learning need, not just indicate that you will take note of opportunities as they present themselves. The point of having a learning goal is that it is intentional and responsive to an identified learning need. You may also choose to seek feedback from your employer, colleagues and/or patients to help in the development of your learning goals, but it is not mandatory.

When creating your learning goals, it is useful to ask yourself:

- What are the needs of my practice that I identified in my self-assessment?
- What do I do well?
- What could I do better?
- What are my challenges?
- What is most important?
- What resources are available to me to help me achieve my goal?

Learning goals versus workplace or personal goals

Remember that the learning goals you are setting are part of the continuing competence program for your profession and as such should focus on learning in a specific area related to dietetic practice. Goals should NOT solely relate to fulfilling job related tasks but should clearly identify and describe what you are going to learn about.

For example, leading a workplace committee is a task related goal, not a learning goal. Your work with the committee may be a legitimate learning activity for helping you achieve your learning goal, but you need to be clear from the outset, what the learning need is and how chairing a committee is helping you to achieve that learning in terms of knowledge and skill.

SMART Goals

Your learning plan starts with developing strong learning goals. These goals give your learning purpose and direction.

It is important to make time to plan and write your learning goals. Creating SMART goals is an easy way to make sure they are effective. It helps improve the chance of achieving your learning goals.

There are 5 aspects to setting SMART goals. SMART is an acronym that stands for:

| | |
|------------------------|--|
| Specific | A specific goal is clear and focused. It gives enough detail so anyone reading your goal will know exactly what you want to learn. |
| Measurable | A measurable goal tracks your progress. You need to know when you have reached your goal. |
| Action-oriented | An action-oriented goal can be broken down into smaller actions that help you achieve your overall learning goal. |
| Realistic | A realistic goal is achievable given your situation. It should be challenging enough without causing you to become discouraged. |
| Time-bound | A time-bound goal has definite timelines that help motivate you to complete the goal. |

We encourage you to use the **SMART Goal Worksheet** on the next page to help you get started creating SMART goals.

More helpful hints for writing learning goals

Some other ideas that can help you write learning goals are:

- ✓ Set aside enough time for writing learning goals. They need thought and planning.
- ✓ Keep a positive attitude. This will help to keep you motivated when writing goals.
- ✓ Use active voice. When a goal is written in active voice, someone takes action (who does what).
- ✓ Use action verbs. See appendix C for examples.
- ✓ Make a detailed plan for each of your learning goals. Being proactive will help you find specific learning activities to work on.

SMART Goal Worksheet

This worksheet takes you through the 5 steps of setting SMART goals. To start, simply list a learning need. Then answer the guiding questions to ensure you have the qualities of a SMART goal. Lastly, rewrite your learning goal.

As you complete the worksheet, you may notice that some of your answers may be documented in other sections of your learning plan instead of within your final goal statement.

Generally, list a learning need or topic you want to learn about:

Specific: What exactly do I want to learn or accomplish? Do I provide enough details? What is the reason for this learning need?

Measurable: How will I measure whether or not my goal is complete? What shows I am making progress? What metrics do I use to know if I complete my goal?

Action-oriented: What action verb can I use to describe my learning goal? What are some activities I can do to help achieve my learning goal?

Realistic: Can this learning really happen? What are the obstacles? Why is this learning important to me? Do I have the tools and skills needed to achieve my goal?

Time-bound: Can I get this done within the next year? What is the target date to complete this goal?

My SMART learning goal is:

Tips to Avoid Common Problems

Composing well written learning goals 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 or further enhance?</i> | Eating disorders | This is a topic and not a specific skill or piece of knowledge you want to develop. | 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 or further enhance?</i> | Gut biome | This is a topic and not a specific skill or piece of knowledge you want to develop. | Increase my knowledge 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. Goals should not be based on waiting for an activity (ie. conference) to occur, but about having a plan for an identified learning need that you have identified as a priority.

| Learning goal | Not appropriate | The issue | Appropriate |
|--|--|---|--|
| <i>What specific knowledge or skill do I want to learn or further enhance?</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 at least two nutrition issues important to athletes. |

Learning goal: Increase my knowledge of the current treatment options and management of disordered eating.

| Learning activities | Not appropriate | The issue | Appropriate |
|--|--|---|---|
| <i>How will I learn this? What key learning activities do I plan on doing this continuing competence program year to achieve this learning goal?</i> | I will attend a conference or workshop on eating disorders as available. | This is a passive approach. Be proactive and name specific learning activities. | 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

Have clarity on your outcome and how it is achieved as a result of your learning activities and overall learning goal.

| 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 goal is not specified. | Enhance my knowledge of diabetes care and my skills as a diabetes educator. |

| Evaluation | Not appropriate | The issue | Appropriate |
|--|-----------------------|---|--|
| <i>How will I know when my learning need has been met? Describe in terms of measurable outcomes.</i> | When I pass the 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 tasks 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. Learning goals must relate to enhancing skills and knowledge in a specific area. Learning goals should not solely be a list of work tasks that you are going to complete in the year ahead.

| Reason for learning | Not appropriate | The issue | Appropriate |
|---|-----------------|--|---|
| <i>Why do I want to work on this? Which self-assessment question or professional standard(s) is this goal related to?</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 examples of 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, PEN pathways
- 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

Submitting your Learning Plan to SDA

Submit your learning plan online through the Members Only side of SDA website. Unlike the self-assessment, you will not upload a document, you will type your learning plan directly into the website under the “my learning plan tab.” Select the correct licensing year and number of goals from the drop down menus. Submit your learning goal by answering the questions in each section. Once you have hit “submit” your learning plan will be marked as “submitted”.

Your learning plan will be subjected to further review and if the Professional Standards Committee determines it is necessary, you may be asked to revise/clarify your goal. If this occurs, your plan will be labeled “needs revision” and you will receive an email that identifies what section requires revision. If the committee deems your goal is adequate, it will be labeled as “received”

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.

Once your plan has been labeled as “received” additional boxes will appear on your learning plan where you can add completion details (completion summary, impact on practice). Read more about this in the section on Evaluation and Impact on page 12.

It should also be noted that you can save but not submit your completion details by selecting the radio button “save submission” and then clicking on the submit button. This will allow you to add completion details, but still keep your learning plan open so you can add additional details prior to submitting to SDA for review. You need to do both steps to save your work. The message “entry saved” will appear on your screen to indicate that you have successfully saved your entry.

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 for completeness ensure that you have included completion details and reflection on impact and then it will be labeled “complete”.

Documenting Progress

An important element of SDA’s continuing competence program involves keeping track of and documenting learning activities you have undertaken to complete your learning goal. The learning log examples provided in Appendix C and D are potential tools you could use to document your activities and verification/supporting documentation. The use of these forms is not mandatory, but documentation that demonstrates learning goals have been achieved will be required from all members selected for the continuing competence quality assurance audit described on page 13-14.

Evaluation and Impact

Evaluation and reflection are the final steps in the SDA Continuing Competence program. As part of your license renewal, you are required to evaluate your learning plan for the current year by answering the following questions:

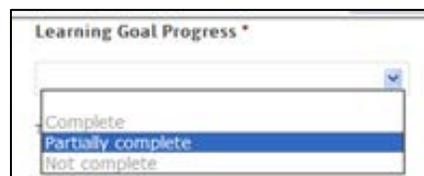
This learning goal is (Drop down menu of: Complete, Partially complete or Not complete).

You have indicated this goal is partially or not complete. Please provide explanation and resolution (eg. Planned learning activity not available, plans to carry forth this goal into next year).

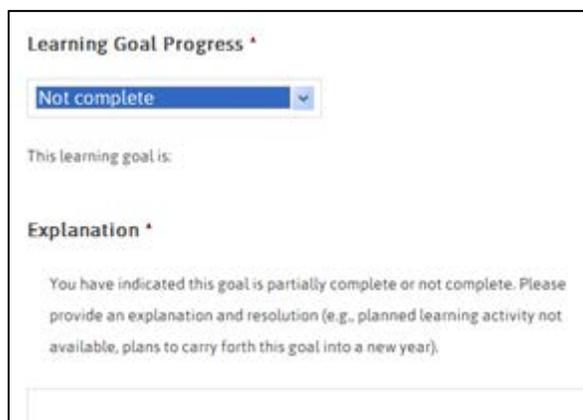
As a result of working on this learning goal, my how has my practice changed or been enhanced?

Completion Details

In the past we have asked for a completion date and summary of completion details. Beginning in 2018, we will not ask for completion date and there will be a drop down menu from which you will identify if this learning goal is complete, partially complete or not complete.



In the new format, you will not be able to type in the summary of your activities. It is expected that you would use a learning log (see Appendix C and D for examples) or some other of portfolio to track this information. Even though SDA does not require you to submit detailed information on your learning activities in order to renew your license, it is very important that you track and retain this information, as those selected for the quality assurance audit will be required to produce this documentation. Read more about the continuing competence program quality assurance audit on page 13-14.

A screenshot of the "Learning Goal Progress *" form. The dropdown menu is set to "Not complete". Below the dropdown, the text reads: "This learning goal is:". Underneath that, there is a section titled "Explanation *" with a subtext: "You have indicated this goal is partially complete or not complete. Please provide an explanation and resolution (e.g., planned learning activity not available, plans to carry forth this goal into a new year)." Below this text is a large, empty text input area.

If you indicate a learning goal is partially complete or not complete, a new box will open up and ask you to provide an explanation as to why this goal has not been met. In this box, you are expected to provide details as to why this learning goal is not met and any relevant details. For example, if this goal is not met because the training you had hoped to take wasn’t offered within the given time frame, you can indicate your plan for when you will take the training and when you therefore anticipate this goal to be complete. Or if your goal is partially

complete and you want to continue to work on it in the next continuing competence program year, indicate that. Please note that if you are carry forward a learning goal, you still need to type the statements into the learning plan for the next year. In doing so, try to be very specific about the learning activities you will complete in that timeframe.

Reflection

The last learning plan question is intended to get you to reflect on what you have learned from undertaking that learning goal and how it will impact on your dietetic practice.

Consider the following questions when doing your reflection:

- ✓ What went well? What could still be improved for me?
- ✓ What specifically did I learn that was new?
- ✓ How did my continuing competence activities influence the way I now think, act/interact with others?
- ✓ Did my learning result in the outcome I had anticipated?

When you answer the question about “impact on practice”, be specific about how 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 changed) as a result of your new knowledge or skill. Listing your insights demonstrates that you have reflected and brought the continuing competence process full circle.

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 will tell you what you need to submit by when. Members are typically provided 4 weeks in which to submit their portfolios including a cover letter, resume, completed learning plan and evidence to support the completion details of your learning plan. The audit is undertaken annually in April. Retain your continuing competence documentation for a minimum of five (5) years.

The supporting documentation/evidence that members submit for the audit will vary, depending on what is appropriate and relevant for their specific goals. When you are setting and working on your learning goals, think about what type of supporting documentation you could use to verify your participation in a learning activity. Some examples of supporting documentation/evidence may include but are not limited to:

- Agendas and/or certificates of courses/workshops/lectures or seminars attended or completed,
- Degrees or diplomas attained and/or record of completion of academic study/certification
- Documentation and reflection of discussions had with colleagues as a method of learning,
- References of journal articles/texts read along with a summary of insights gained
- Documentation of the discussion from journal clubs and notation of critical reflections
- A summary of the information and insights gained from in-services, webinar and rounds
- Documentation of feedback from peers.

If you are selected for the quality assurance audit, two auditors will independently assess your submission and evaluate it on its ability to provide answers to the following questions:

1. Have the Self-Assessment questions been completed?
2. Has the Self-Assessment Tool been completed (all sections)?
3. Does the member identify any “DEV” or “DTE” improvement priorities? If so, have they included them as a priority and included them as part of their learning plan or offered explanation as to why not?
4. Do the learning activities and anticipated outcomes from the learning plan relate to the improvement priorities identified in the self-assessment?
5. Do the learning activities have the capacity to enable the member to achieve the specified goal?
6. Does the member include documentation of the activities undertaken?
7. Is there evidence of the relevance of the learning to the member’s practice?
8. Is there evidence that the member reflected and/or evaluated the impact of their learning on their practice?
9. If there was a change to the originally submitted learning plan, is the reason for the change well documented and pass the test of “reasonableness”?
10. Is the portfolio complete (refer to the continuing competence portfolio checklist)?
11. Are the learning activities related to dietetic practice and professional standards?
12. Is there a diversity of learning events/methods of learning?
13. Is there evidence of integrating and applying new knowledge and/or skills in practice?

Conclusion/Summary

SDA’s continuing competence program is an opportunity for members to reflect on his/her practice and take action to improve continually and to stay current in his/her dietetic practice. This workbook is intended to support you as you move through the process and offer resources and examples that may be helpful.

If you have any comments or questions about this workbook or the continuing competence program, please do not hesitate to contact SDA at registrar@saskdietitians.org.

Appendix A- SDA CCP Self-Assessment Form

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 checked="" 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:

Appendix B- SDA CCP Learning Plan Format

| | |
|--|---|
| In submitting your learning plan through the SDA website, you are required to answer the following questions for each learning goal: | |
| Learning Need | What specific knowledge or skill do I want to learn or further enhance? |
| Context of Learning Need | Why do I want to work on this? Which self-assessment question or professional standard(s) is this goal related to? |
| Activities to meet my learning need | How will I learn this? What key learning activities do I plan on doing this continuing competence program year (April 1- March 31) to achieve this learning goal? e.g. workshop, webinar, perform journal reviews, courses, networking |
| End results expected | How will I know when this learning need has been met? Describe in terms of outcomes that are measurable. (E.g. improved client care outcomes, increased confidence, enhanced knowledge/skills/competence) |
| The following two questions are completed when you report on your learning plan at the end of the licensing year (April 1- March 31): | |
| Completion progress | This learning goal is (drop down menu): complete, partially complete, not complete. You have indicated that this goal is partial or not complete. Please provide explanation and resolution (eg. Planned learning activity not available, plan to carry forth this goal into next year). |
| Impact of Completed Goal | How has my practice changed or been enhanced as a result of working on this learning goal? |

Appendix C: Action Verbs (Reprinted with permission from the College of Physiotherapists of Alberta)

| Management skills | Communication skills | Organizational skills | Research skills | Technical skills |
|-------------------|----------------------|-----------------------|-----------------|------------------|
| administer | address | approve | analyze | adapt |
| analyze | advertise | arrange | clarify | apply |
| appoint | arbitrate | catalogue | collect | assemble |
| approve | arrange | categorize | compare | built |
| assign | author | chart | conduct | calculate |
| attain | clarify | classify | critique | compute |
| authorize | collaborate | code | diagnose | conserve |
| chair | communicate | collect | evaluate | construct |
| consider | compose | compile | examine | convert |
| consolidate | condense | correct | experiment | debug |
| contract | confer | correspond | explore | design |
| coordinate | consult | dispatch | extract | determine |
| decide | convey | distribute | formulate | develop |
| delegate | convince | execute | gather | devise |
| develop | correspond | file | identify | engineer |
| direct | debate | generate | inspect | fabricate |
| eliminate | define | implement | interpret | fortify |
| emphasize | develop | incorporate | interview | install |
| enforce | direct | inspect | invent | maintain |
| enhance | discuss | log | investigate | operate |
| establish | draft | maintain | locate | overhaul |
| evaluate | enlist | monitor | measure | program |
| generate | explain | obtain | organize | rectify |
| handle | express | operate | research | regulate |
| head | formulate | order | review | remodel |
| improve | influence | organize | search | repair |
| incorporate | interact | prepare | solve | restore |
| increase | interpret | process | summarize | solve |
| initiate | interview | provide | survey | specialize |
| inspect | lecture | purchase | systematize | standardize |
| institute | mediate | record | test | study |
| manage | moderate | register | | train |
| merge | motivate | reserve | | upgrade |
| navigate | negotiate | respond | | utilize |
| organize | observe | retrieve | | |
| originate | outline | review | | |
| plan | participate | route | | |
| preside | persuade | schedule | | |
| prioritize | present | screen | | |
| recommend | promote | specify | | |
| reorganize | reconcile | submit | | |
| replace | recruit | supply | | |
| restore | report | standardize | | |
| review | resolve | systematize | | |
| schedule | synthesize | update | | |
| supervise | wrote | validate | | |

| Teaching skills | Financial skills | Creative skills | Helping skills |
|-----------------|------------------|-----------------|----------------|
| adapt | administer | act | adapt |
| advise | adjust | adapt | advocate |
| clarify | allocate analyze | combine | aide |
| coach | appraise | compose | answer |
| communicate | assess | conceptualize | arrange |
| conduct | audit | condense | assess |
| coordinate | balance | create | assist |
| critique | budget | design | clarify |
| develop | calculate | develop | coach |
| enable | compute | direct | collaborate |
| encourage | conserve | display | contribute |
| evaluate | correct | entertain | cooperate |
| facilitate | determine | establish | counsel |
| focus | develop | fashion | demonstrate |
| guide | estimate | formulate | diagnose |
| individualize | forecast | illustrate | educate |
| inform | manage | initiate | encourage |
| initiate | market | institute | ensure |
| instill | measure | integrate | expedite |
| instruct | net | introduce | facilitate |
| motivate | plan | invent | familiarize |
| persuade | prepare | model | further |
| set goals | program | modify | guide |
| simulate | project | originate | help |
| stimulate | qualify | perform | insure |
| taught | reconcile | photograph | intervene |
| test | reduce | plan | motivate |
| train | research | revise | prevent |
| transmit | retrieve | revitalize | refer |
| tutor | | shape | rehabilitate |
| | | solve | represent |

Appendix E- Sample Learning Log 2

| | | |
|--|---|-----------------------------------|
| 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: | | |