
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
2020-21

Contents

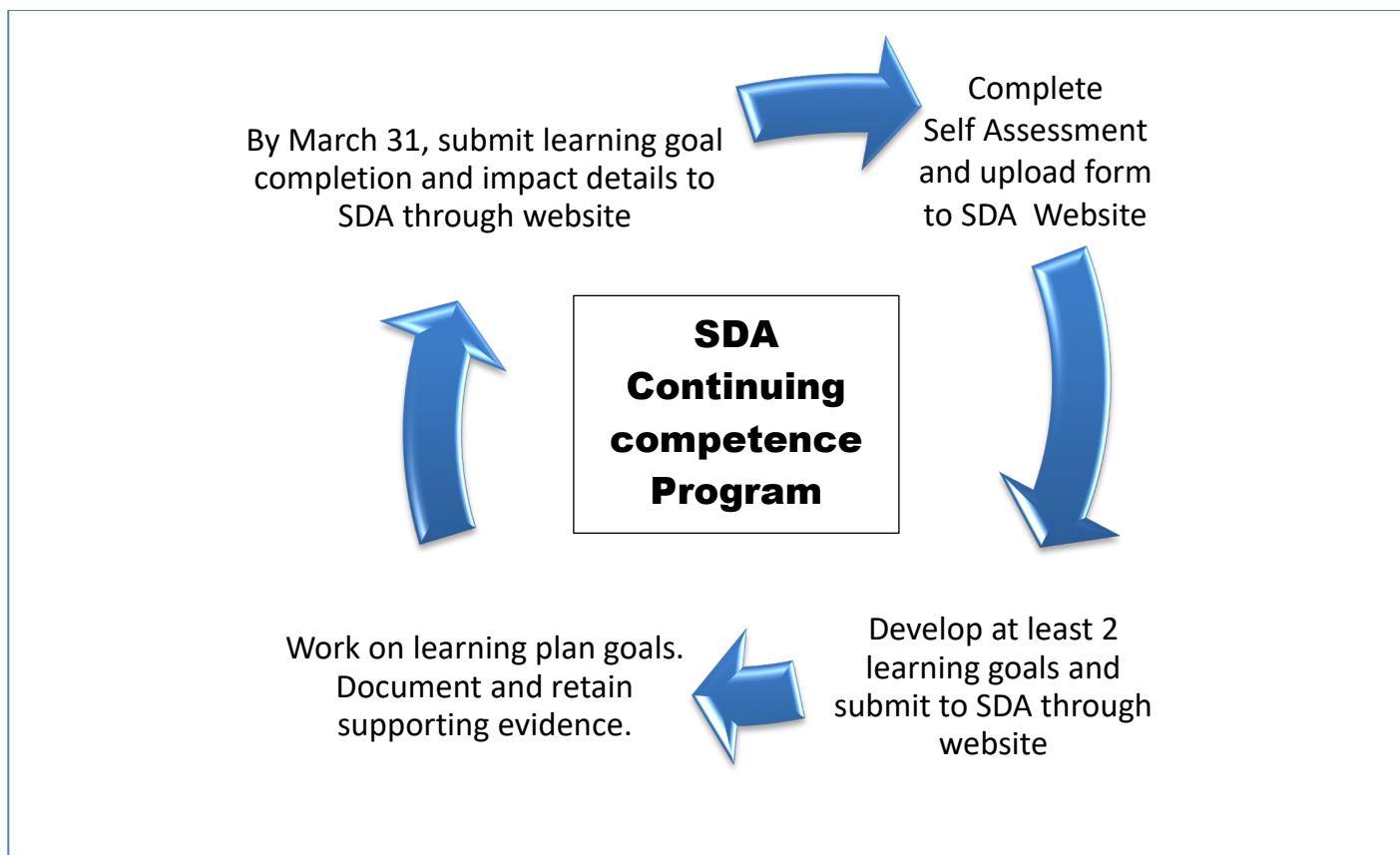
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Introduction

Registered Dietitians are responsible and accountable for their continuing competence in order to provide safe, ethical professional services. The continuing competence program of the Saskatchewan Dietitians Association is a systematic process for dietitians to reflect on their practice, set learning goals and document participation in and impact of professional learning activities on dietetic competence.

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 that the continuing competence program is being used as it was designed. 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 comfortable with conducting a critical review of their own dietetic practice. The goal of self-assessment is to help you reflect on your dietetic competency and to 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 tool) and is intended to help you to identify areas that you need to develop your knowledge and skills to stay competent. From the results of the self-assessment you will develop your learning plan.

The self-assessment tool that you use to develop your learning plan is 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 selected for the quality assurance audit, you will be required to submit your practice reflection as part of your portfolio 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 document is to assess whether you have completed the self-assessment and used it as the foundation for your learning plan as intended.

Part 1- 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.

- 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. Have I or will I experience any transitions in the upcoming year (ie. first job, new job, change in focus of work or going on/returning from a leave)?** If applicable, consider what supports and resources will be needed to successfully manage this transition.
- 5. 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.
- 6. What knowledge and/or skills do I need to respond to stay competent in my dietetic practice and/or respond to any of the issues I have identified?**

Part 2- Self-Assessment tool

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 and those you want to develop or enhance.

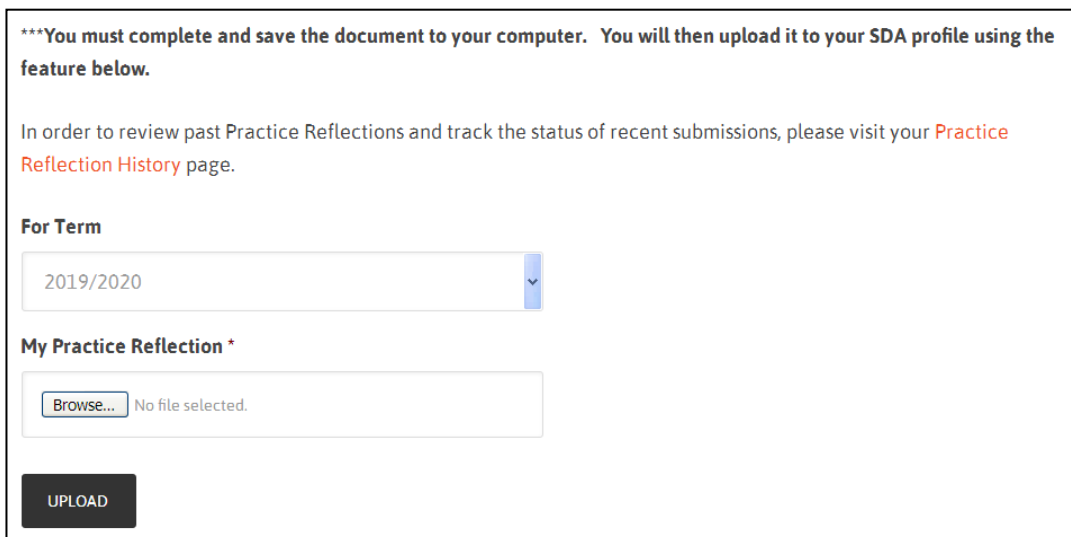
The current self-assessment tool is found in Appendix A. **For the purposes of the self-assessment, the term “client” is used in a broad context and could refer to individual clients, communities, staff or other health professionals.** If you hold more than one job, you may use the notes section to indicate 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.

How to complete your self-assessment

- The purpose of completing the self-assessment is to reflect on your practice and identify potential topics for your learning plan that are specific to your area of practice and your learning needs.
- Complete Part 1 (Self-Assessment Questions) to think about your dietetic practice and what knowledge and skills you will need to be competent now and in the future.
- Complete Part 2 (Self-Assessment Tool) to assess against the standards for dietetic practice. If you have self-identified any areas for development, consider setting a learning related to this standard.

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).



***You must complete and save the document to your computer. You will then upload it to your SDA profile using the feature below.

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

For Term

2019/2020

My Practice Reflection *

No file selected.

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-assessment document (either word or pdf) which you have previously completed and saved to your computer.

Developing a Learning Plan

After your self-assessment, the next step is to develop at least two professional development goals that address those areas that you self-identified as being important/relevant 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 specific learning activities will I do 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 critical thinking/decision making, professional skills developed, review/reinforcement or update of knowledge, increased awareness/understanding)

Creating Learning Goals

Learning goals are intended to be in response to your self-assessment. **From your self-assessment form, take note of any indicators that you identified as desire for improvement (DTI).** 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, remember:

- Goals must be completed within the CCP year, so make it focused and not just a broad topic.
- Goals should be written as SMART goals (see *SMART goals and worksheet*). Use active voice and action verbs (see Appendix C)
- Goals must relate to enhancing knowledge and skills in a specific area related to dietetic practice. Goals should not solely be related to completion of a work task without identified learning.
- Goals are not based on waiting for an activity (for example, a conference). The CCP is about **planning ahead** to enhance learning and hence competence.
- Goals may change throughout the year and you may need to update or submit a revised learning goal(s) if needed.

SMART Learning 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 and Strategic	A specific goal is clear and focused. It identifies specific learning activities and outcomes.
Measurable	A measurable goal allows you to observe and track improvement.
Attainable	An attainable goal has strategies and outcomes that can reasonably be expected within the context and time frame.
Relevant and Results-orientated	A relevant goal is related to your learning needs as identified through self-reflection and assessment. It is orientated to building professional practice skills and increasing your dietetic competency.
Time-bound	A time-bound goal has a timeline for when the goal should be achieved.

We encourage you to use the **SMART Goal Worksheet** on the next page to help you get started creating SMART goals and/or watch our **SMART Goal Video** accessed [here](#).

Learning goals versus workplace tasks 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 and dietetic competency. Goals should NOT solely relate to fulfilling job related tasks but should clearly identify and describe what you are going to learn about, not just the tasks or the end product.

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 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 statement.

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/need to learn about in relation to this topic? What are the learning activities that would meet this need?

Measurable: How will I measure whether or not my goal is complete? What metrics could I use to demonstrate improvement and know if I have made progress to or completed my goal?

Attainable: Can this learning and outcomes really happen? What are the obstacles (time, funding)? Do I have the tools needed to attain my goal?

Relevant and Results Orientated: What is the reason for this learning need and is it linked back to my self-assessment/reflection? Will working on this learning goal develop skills to contribute to my professional practice or increase my competency as a dietitian?

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

My SMART learning goal is:

Tips to Avoid Common Learning Plan 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- BE SPECIFIC ON WHAT YOU WANT TO LEARN

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, not just a broad topic.

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- HAVE A PLAN AND NAME SPECIFIC LEARNING ACTIVITIES

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.

<i>Learning goal: Increase my knowledge of the current treatment options and management of disordered eating.</i>			
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 conferences and/or any recommended readings. Attend at least one conference on this topic to be able to network 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-BE CLEAR ON THE WHY (OUTCOME)

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- IDENTIFY INTENTIONAL LEARNING

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.

Learning activities may include, but are not limited to the following:

- Journal club / study group
- Webinar/pod cast
- Case studies / rounds
- Networking
- Specialty practice groups
- Self-directed research / journal reviews/PEN
- Conferences / courses / education sessions
- Job shadowing
- Consultation with other health professionals / peers
- Hands-on experience

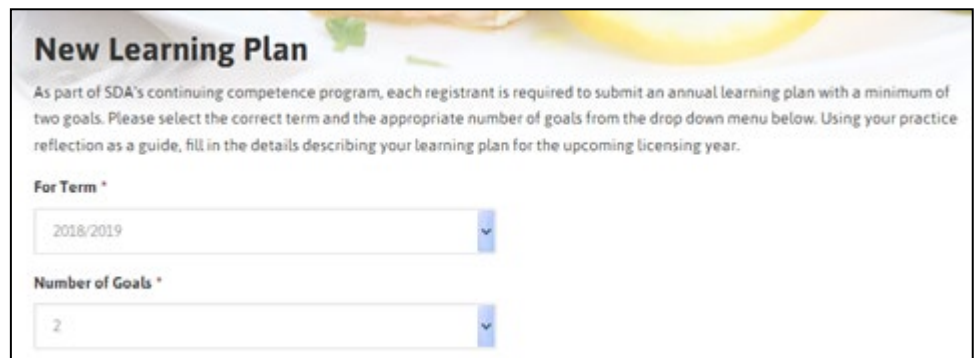
Submitting your Learning Plan to SDA

Submit your learning plan online through the Members Only side of SDA website.

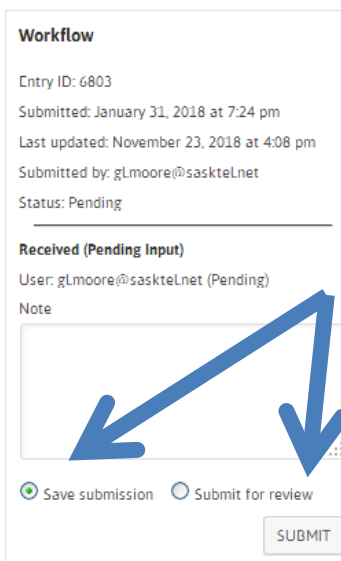
Unlike the self-assessment, you will not upload a document, you will type your learning plan directly into the website under the "my learning plan tab."

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.

How to keep a learning log

- Document your learning activities related to your learning goals. Two examples of learning logs are provided in Appendix C and D. 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.

Evaluation and Impact

Evaluation and reflection on impact of learning 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:

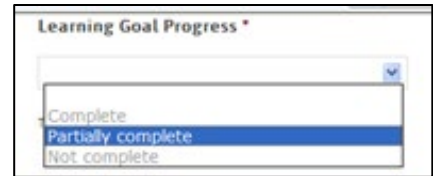
This learning goal is (Drop down menu of: Complete, Partially complete or Not complete).

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).

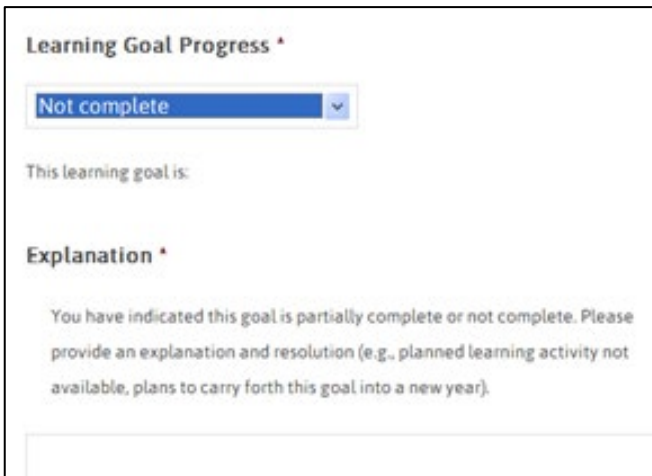
As a result of working on this learning goal, how has my professional practice and dietetic competence changed or been enhanced?

Completion Details

From a drop down menu identify if this learning goal is complete, partially complete or not complete.



A screenshot of a dropdown menu titled "Learning Goal Progress *". The menu is open, showing three options: "Complete", "Partially complete", and "Not complete". The "Partially complete" option is currently selected and highlighted in blue.



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, there is a section titled "Explanation *" with a prompt: "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 the prompt 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.

Impact on Practice

The last learning plan question is intended to get you to reflect on what you have learned from undertaking that learning goal. If you think of the learning activities as the "input" then this section is for documenting the "output" or how it will impact on your practice and dietetic competency.

When you answer the question about "impact on practice", be specific about your new knowledge/skills and how your dietetic practice and dietetic competency has changed or been enhanced as a result of working on this learning opportunity. Listing your insights (eg. What went well, areas that still need attention) demonstrates that you have reflected and brought the continuing competence process full circle.

i How to complete a self-reflection on the impact on practice

- What specific knowledge or skill did I acquire? How has this impacted my confidence?
- Describe how the knowledge/skill have or will be applied in practice and how practice and competence as a Registered Dietitian has been enhanced.
- If you already applied your knowledge / skill, what kinds of feedback have you received that helps you to know you are more competent, and from whom have you received the feedback?
- Is this learning need complete? If not, what still needs attention and why?

Quality Assurance Audit

There is a quality assurance component to the continuing competence program that includes 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. SDA is moving towards a paperless system, whereby members upload the required documentation into a zip folder. The audit is undertaken annually in April. Retain your continuing competence documentation for a minimum of five (5) years.



How long are you required to retain CCP supporting documentation?

- SDA may request to review your CCP supporting documentation at any time. Keep them for a **minimum of five years. You are responsible for the retention of your documentation.**

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/ books/PEN pathways 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

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?
3. Does the member identify any "DTI" Improvement Priorities in the self-assessment tool? If so, have they included them as a priority and included them as part of their Learning Plan or offered explanation if they did not do so?
4. Do the learning goals relate to the improvement priorities identified in the Self-Assessment questions and/or tool?
5. Are the learning goals clear, focused and well-defined (i.e. SMART learning goals)?

6. Does the supporting documentation verify learning activities?
7. Is there evidence that the member reflected and/or evaluated the impact of the learning on their practice?
8. If there is a change to the originally submitted Learning Plan, is the reason for the change well documented and pass the test of "reasonableness" (i.e. would this change be reasonable to expect given the circumstances?)
9. Is the portfolio complete (refer to the Quality Assurance Program FAQ)?
10. Does the supporting documentation indicate learning has happened?
11. Is the learning related to professional practice and dietetic competency?
12. Is there evidence of the relevance of the learning to the member's 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 competent 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.



Summary:

1. Use the self-assessment to generate topics for your learning plan.
2. Ensure your goal is a learning goal.
3. Write your goal with SMART characteristics in mind.
4. Complete learning activities within the CCP year (April 1-March 31).
5. During reflection, please be clear and concise in your writing. Avoid the use of acronyms or terms that may not be understood by others.
6. Ensure your goals and activities are not solely job related duties or responsibilities, there needs to be clearly identifiable learning, not just doing.
7. As part of renewal, upload self-assessment document and fill in learning plan forms online.
8. Retain your completed CCP documentation for a minimum of five years.

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:

COM- I am competent in this area. I do not need to work on this area right now.

DTI- I am competent in this area, but I desire to improve. I would like to make this a priority during the upcoming year.

N/A- This standard is not applicable to my current practice

*****If you rank an indicator as DTI you should consider setting a goal related to this indicator.**

Self-Assessment Statements (Indicators)	Competency Scale		Explanation and Rationale
	COM	DTI	
I collaborate with my clients.	<input type="checkbox"/>	<input type="checkbox"/>	
I collaborate with appropriate others (i.e. colleagues, outside agencies, students).	<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"/>	
I apply a research-based approach in providing service.	<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"/>	
I create a client - centered environment.	<input type="checkbox"/>	<input type="checkbox"/>	

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:

COM- I am competent in this area. I do not need to work on this area right now.

DTI- I am competent in this area, but I desire to improve. I would like to make this a priority during the upcoming year.

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

Self-Assessment Statements (Indicators)	Competency Scale		Explanation and Rationale
	COM	DTI	
I have the food, nutrition and other knowledge required to practice effectively in my area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	
I know how and where to locate needed information.	<input type="checkbox"/>	<input type="checkbox"/>	
I share knowledge and information with appropriate others.	<input type="checkbox"/>	<input type="checkbox"/>	
I have a knowledge of the scope of dietetics.	<input type="checkbox"/>	<input type="checkbox"/>	
I promote and participate in the use of new knowledge in dietetics.	<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"/>	

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:

COM- I am competent in this area. I do not need to work on this area right now.

DTI- I am competent in this area, but I desire to improve. I would like to make this a priority during the upcoming year.

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

Self-Assessment Statements (Indicators)	Competency Scale		Explanation and Rationale
	COM	DTI	
I apply food and nutrition knowledge to my area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	
I collaborate with clients in the competent application of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	
I collaborate with appropriate others in the competent application of knowledge.	<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"/>	
I formulate goals, objectives and an action plan for the service provided to each client.	<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"/>	
I evaluate the plan by critically appraising the outcomes of my service.	<input type="checkbox"/>	<input type="checkbox"/>	
I establish and maintain an appropriate information and communications system.	<input type="checkbox"/>	<input type="checkbox"/>	
I apply knowledge from my previous experiences to my area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	

STANDARD 4: CONTINUED COMPETENCE

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

Rating scale:

COM- I am competent in this area. I do not need to work on this area right now.

DTI- I am competent in this area, but I desire to improve. I would like to make this a priority during the upcoming year.

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

Self-Assessment Statements (Indicators)	Competency Scale		Explanation and Rationale
	COM	DTI	
I reflect on my competence, strengths and learning needs.	<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"/>	
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"/>	
I use a variety of learning opportunities and resources to keep my knowledge and skills current.	<input type="checkbox"/>	<input type="checkbox"/>	

STANDARD 5: ETHICS

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

Rating scale:

COM- I am competent in this area. I do not need to work on this area right now.

DTI- I am competent in this area, but I desire to improve. I would like to make this a priority during the upcoming year.

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

Self-Assessment Statements (Indicators)	Competency Scale		Explanation and Rationale
	COM	DTI	
I demonstrate adherence to the SDA Code of Ethics.	<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"/>	
I recognize my skill limitations and seek out the expertise of appropriate others when necessary.	<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"/>	
I protect my clients' rights (autonomy, respect, confidentiality, dignity, access to information).	<input type="checkbox"/>	<input type="checkbox"/>	
I promote and support ethical behaviour in practice and in research.	<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"/>	

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:

COM- I am competent in this area. I do not need to work on this area right now.

DTI- I am competent in this area, but I desire to improve. I would like to make this a priority during the upcoming year.

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

Self-Assessment Statements (Indicators)	Improvement Priority Scale		Explanation and Rationale
	COM	DTI	
I accept responsibility and am accountable for my own professional actions.	<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"/>	
I ensure that my practice is based on current research and best practice.	<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"/>	
I advocate for improvements in practice.	<input type="checkbox"/>	<input type="checkbox"/>	
I act to ensure that public safety is maintained.	<input type="checkbox"/>	<input type="checkbox"/>	

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	<p>This learning goal is (drop down menu): complete, partially complete, not complete.</p> <p>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).</p>
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		

Teaching skills	Financial skills	Creative skills	Helping
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 D- Sample Learning Log 1

Date	Description of Activity (i.e. conference, lit search, rounds, peer feedback)	Benefit/Concept Learned Implications for Practice	Relates to Goal # _on my SDA Learning Plan

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, which one?			
What did I learn?			
What impact will this information have on my practice?			
Links or references visited:			