SDA

SASKATCHEWAN

Dietitians

ASSOCIATION

Continuing Competence Program
Member Workbook
2022-23

Contents

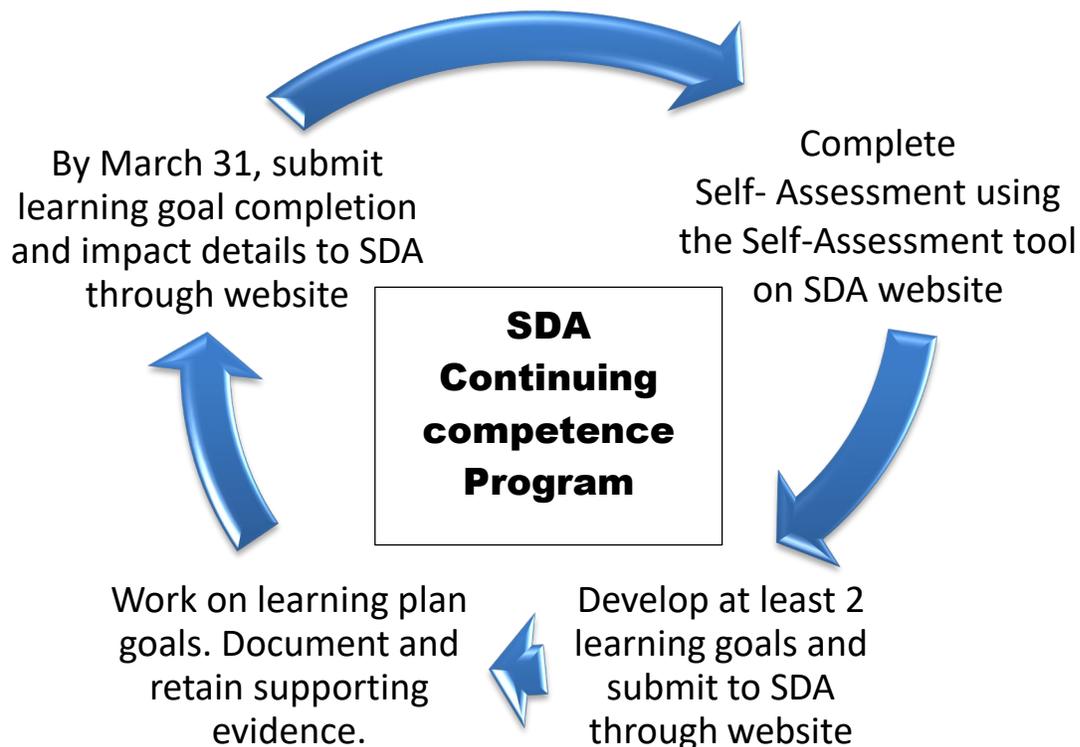# Introduction

Registered Dietitians are responsible and accountable for their continuing competence in order to provide safe, ethical professional services. The continuing competence program (CCP) of the Saskatchewan Dietitians Association (SDA) 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. Because participation in the CCP is mandatory, the public can trust that dietitians are committed to maintaining their personal competence and that they take this obligation seriously.

The SDA CCP 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 submit your self-assessment and 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.

By March 31, submit learning goal completion and impact details to SDA through website

Complete Self- Assessment using the Self-Assessment tool on SDA website

SDA Continuing competence Program

Work on learning plan goals. Document and retain supporting evidence.

Develop at least 2 learning goals and submit to SDA through website

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 (reflection questions and self-evaluation tool) and is intended to help you to identify areas that you need to develop your knowledge and skills to remain competent. 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 is confidential. You are required to complete the self-assessment to complete your licence renewal, but it is 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-reflection questions

The **self-reflection 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.

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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 and do I interact with them in a way that is inclusive and respectful of their cultural beliefs, values and practices? Consider ways you could make your dietetic practice more inclusive and culturally safe.

3. What biases, assumptions, beliefs and privileges do I bring to my dietetic practice? Consider how this influences your interactions with others.

4. 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.

5. 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.

6. 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.

7. 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 relative to the SDA Standards of Practice

The self-assessment tool 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. In the past you were required to complete the form and upload. Since 2021 the form is now embedded into the SDA website.

The current self-assessment tool is the SDA Standards of Practice and are found in Appendix A and here. There are 15 standards that you will self-assess against. **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.

Although not mandatory, but you may also **voluntarily seek feedback from others** (ie. employer, colleagues, clients) or consult a recent performance appraisal to identify areas for improvement and topics for your learning plan.

> **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-Reflection 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 goal related to this standard.

Submitting your Self-Assessment to SDA
Select "My Self-Assessment" from the Members Only side of SDA website and select the correct year from the drop-down menu. As you complete each section you can either continue to next section, return to previous page or save and come back later.

If you select to save and come back later, the website will ask for an email address to send a link that you will then use to return to your self-assessment. The link expires in 30 days, so you will need to return and complete in that time frame. We suggest that you take a picture of the link before you input the email address you want it sent to in the event that it ends up in your junk email folder as SDA will not be able to retrieve it for you.

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-identify as being important/relevant for the upcoming year. The purpose of articulating a learning goal is to build commitment and focus your efforts on a topic that you identified as being relevant to your practice.

Keep in mind that in your submission to SDA, you are required to answer the following:

> **What am I looking to achieve and what specific knowledge or skill do I want to learn or further enhance?**
>
> **Why do I want to work on this?** Why is this important and which self-assessment question or professional standard(s) is this goal related to?
>
> **How will I learn this?** Where can I seek out education opportunities? 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 quantitative or qualitative 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 (D).** 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. In the words of Don Berwick- some is not a number and soon is not a time!

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 explains what you will learn and why.
Measurable	A measurable goal identifies what the outcome of the learning will be once the goal is achieved and how you will track or evaluate what you have learned.
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.

ⓘ **Taking a workplace task and make it a learning goal**

Work task(inadequately written): Create a new dining standard for LTC.

SMART learning goal: Between April 2022 and March 2023 I am going to increase my knowledge of best practices in dining standards in long term care settings by reviewing national standards and recent research in this area. This will allow me to create a new dining standard for the facility where I work.

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 am I looking to achieve? What specifically do I want/need to learn about in relation to this topic? Where can I seek out education opportunities? What learning activities that would meet this need?

Measurable: How will I measure whether or not my goal is complete? What metrics (quantitative or qualitative) 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
What specific knowledge or skill do I want to learn or further enhance?	Land Acknowledgment	This is a topic and not a specific skill or piece of knowledge you want to develop.	Learn how to provide meaningful land acknowledgments that truly reflect my desire to be an ally and meaningfully contribute to reconciliation.
Learning goal	Not appropriate	The issue	Appropriate
What specific knowledge or skill do I want to learn or further enhance?	Privilege	This is a topic and not a specific skill or piece of knowledge you want to develop.	Increase my understanding of the power imbalances that exist in health care, how they impact care delivery and strategies to address

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 <u>not</u> 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
What specific knowledge or skill do I want to learn or further enhance?	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
How will I learn this? What key learning activities do I plan on doing this continuing competence program year to achieve this earning goal?	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. Do NOT restate the goal as the learning outcome.

Learning goal	Not appropriate	The issue	Appropriate
What specific knowledge or skill do I want to learn?	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.	Increase my knowledge and application of the diabetes clinical practice guidelines.

Evaluation	Not appropriate	The issue	Appropriate
How will I know when my learning need has been met? Describe in terms of measurable outcomes.	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 with diabetes.

Tip #4- IDENIFY 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 focus on 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
Why do I want to work on this? Which self-assessment question or professional standard(s) is this goal related to?	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 Click on "My Learning Plan" and 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, click "submit" your learning plan will be marked as "submitted".
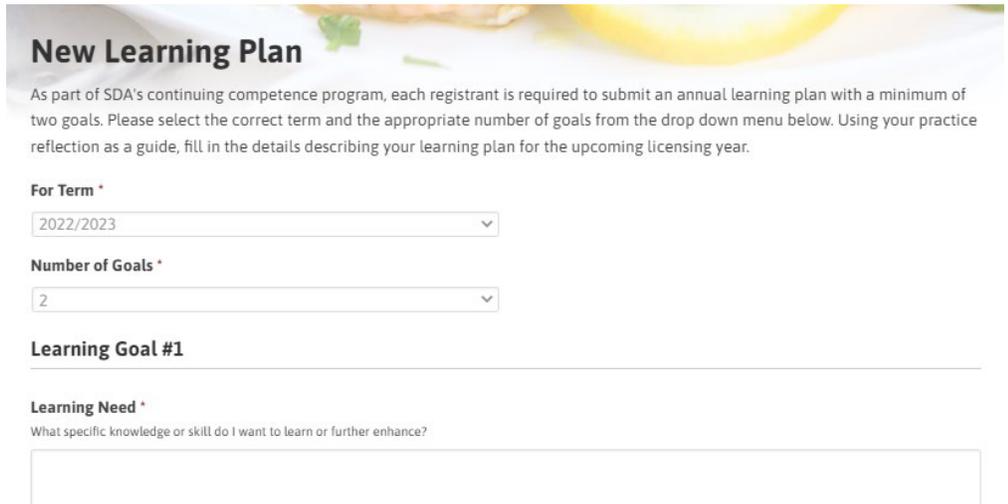
New Learning Plan

As part of SDA's continuing competence program, each registrant is required to submit an annual learning plan with a minimum of two goals. Please select the correct term and the appropriate number of goals from the drop down menu below. Using your practice reflection as a guide, fill in the details describing your learning plan for the upcoming licensing year.

For Term *

2022/2023

Number of Goals *

2

Learning Goal #1

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

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."

Submitting your learning goals and identifying learning activities in advance isn't meant to be limiting, it is intended to build commitment. Writing down your learning goals and submitting to SDA allows you to focus your resources (time, money, effort) and concentrate on something that is relevant to your practice. Approach CCP not as another thing that needs to be done, but as an opportunity to equip yourself with the knowledge and skills you need to be competent in your dietetic practice.

We realize that things might not always go according to plan (ie. change in job, unexpected circumstances) and you may need to change your learning goal and/or learning activities throughout the year. As you will be unable to change the wording of your learning goal once it has been marked "received", contact the Registrar by email 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.

Workflow

Entry ID: 6803

Submitted: January 31, 2018 at 7:2...

Last updated: November 23, 201... ...8 pm

Submitted by: gLmoore@sas...teLnet

Status: Pending

Received (Pending Inn...)

User: gLmoore@sa...teLnet (Pendin...

Note

○ Save submission   ○ Submit for review

SUBMIT

It should also be noted that you can <u>save but not submit </u>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. <u>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.</u>

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 14-15.

> **ⓘ 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:
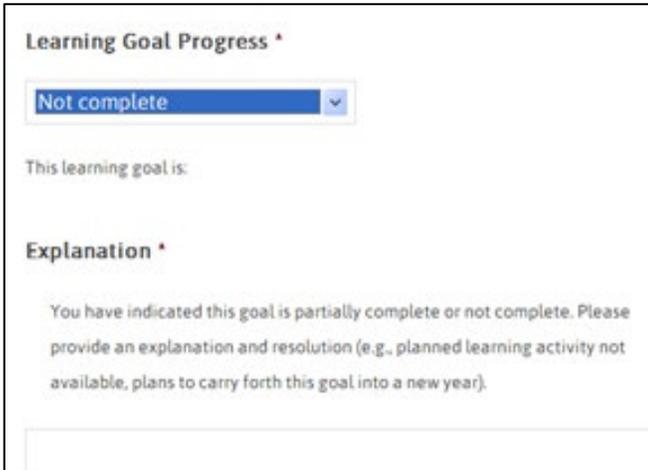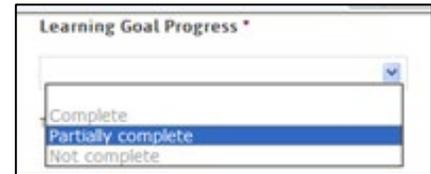
> *This learning goal is (Drop down menu of: Complete, Partially complete or Not complete).*
>
> *You have indicated this goal is partially or not complete. Please provide explanation and resolution (eg. Planned learning activity not available plans to carry forth this goal into next year).*
>
> *As 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.

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 carrying 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, what you are going to do differently, how you are going to change/improve your practice and who will be impacted as a result of working on this learning opportunity. Listing your insights (e.g. What went well, areas that still need attention) demonstrates that you have reflected and brought the continuing competence process full circle.

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

- What specific knowledge or skill did I acquire? Was the outcome of my learning valuable to me- why or why not? How will my practice be different?

- Who (aside from me) has benefited or will benefit from me working on this learning goal (ie. clients, colleagues, students)?

- How has this contributed to maintaining or enhancing my competence as a dietitian?

- 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.

> ℹ️ **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 portfolio you submit to SDA for the audit must include a summary document that includes additional reflection on your submission. SDA will provide the summary template that includes self-reflection questions for each learning goal.

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, a trained auditor will 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 "D" 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 their practice and take action to improve continually and to stay competent in their 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, fill in completion details on existing plan before submitting self-assessment and learning plan for the next year.
> **8.** Retain your completed CCP documentation for a minimum of five years.

Appendix A- SDA CCP Self-Assessment Form Scale: c=competent d=area for further development n/a= not applicable

Standard 1- Assessment and Intervention
Registered Dietitians competently select and interpret assessment data, develop goals/plans, and implement appropriate interventions in the delivery of client-centered, **professional services**.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Obtain clients' **consent** for professional services.	☐	☐	☐
b) Obtain, review, and interpret relevant **assessment data.**	☐	☐	☐
c) Collaborate and communicate with clients to determine goals/plans and interventions.	☐	☐	☐
d) Implement, coordinate, and document the delivery of client-centred interventions.	☐	☐	☐
e) Monitor, evaluate, and document the impact of interventions in achieving identified outcomes, proposing alternative interventions when goals have not been achieved.	☐	☐	☐
f) Continue to provide/offer professional services until no longer required, the client is transferred, discharged, self-managing, declines care, another provider has assumed responsibility or the Dietitian determines further services are not required.	☐	☐	☐

Standard 2- Boundaries
Registered Dietitians maintain clear and appropriate **professional boundaries** with clients and team members.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Be sensitive to their position of relative power or influence in professional relationships and not use this status to take physical, emotional, sexual or financial advantage of clients and team members.	☐	☐	☐
b) Establish and maintain appropriate boundaries in relationships with clients and team members.	☐	☐	☐
c) Respect, establish, and manage effectively the boundaries that separate their personal and professional relationships/roles in all contexts (e.g., face to face, virtual dietetic practice, social media).	☐	☐	☐
d) Obtain consent prior to touching a client.	☐	☐	☐
e) Refrain from entering professional relationships when current or previous personal, financial, employment and/or legal affiliations would compromise professional services or integrity.	☐	☐	☐
f) Ensure that boundary crossings that cannot be avoided (e.g., treatment of family/friend in specialized or rural practice) are reported to the appropriate authority (e.g. manager, team lead) and strategies to manage are documented (e.g. in the client file, record).	☐	☐	☐
g) End professional relationships with clients, transfer care when professional boundaries cannot be maintained, and document, as required, how the situation was managed.	☐	☐	☐

Standard 3- Client Centered Care

Registered Dietitians provide professional services that recognize and respect the unique needs, goals, values, and circumstances of clients.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Acknowledge and respect the rights, dignity, and uniqueness of each client (e.g., ethnic/cultural background, religion, age, gender, social status, marital status, sexual orientation, political beliefs, physical/mental ability, corporate mission, and values).	☐	☐	☐
b) Collaborate with clients to identify and develop goals, plans, and interventions to meet their unique needs.	☐	☐	☐
c) Acknowledge and respect clients' rights to autonomy and decision making over their own health.	☐	☐	☐
d) Advocate on the client's behalf when required.	☐	☐	☐

Standard 4- Collaborative Practice

Registered Dietitians partner with clients and **team members** in the collaborative and coordinated delivery of professional services.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Contribute professional knowledge to discussions and interactions with clients, team members, and others.	☐	☐	☐
b) Clarify and explain their professional roles and responsibilities in discussions with clients and team members.	☐	☐	☐
c) Respect clients' and team members' perspectives and responsibilities, while acknowledging overlapping roles and scopes of practice.	☐	☐	☐
d) Consult with and/or refer as required, when the client's needs may be more appropriately met by another Registered Dietitian or team me member.	☐	☐	☐
e) Effectively manage conflict with clients and team members.	☐	☐	☐
f) Communicate clearly and respectfully with clients and team members at all times to facilitate collaboration.	☐	☐	☐

Standard 5- Communication

Registered Dietitians communicate effectively, respectfully, and in compliance with applicable legislative and regulatory requirements when providing professional services.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Be clear and respectful in all verbal, nonverbal, and written communication.	☐	☐	☐
b) Maintain client's privacy and confidentiality in all forms of communication.	☐	☐	☐
c) Use strategies to promote effective communication (e.g. active listening, empathy).	☐	☐	☐
d) Adapt communication to the needs of the clients and minimize barriers by incorporating relevant supports as available (e.g. interpreters when available, visual aids, technology, appropriate language, culturally appropriate resources).	☐	☐	☐
e) Use strategies to facilitate client comprehension and learning (e.g., opportunity for questions, teach back, appropriate literacy levels).	☐	☐	☐
f) Communicate with professional integrity and maintain appropriate boundaries in all communication channels at all times.	☐	☐	☐
g) Document professional communications accurately and in a timely manner as required.	☐	☐	☐

Standard 6- Competence

Registered Dietitians are responsible and accountable for their continuing competence in order to provide safe, ethical, professional services.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Provide professional services within the limits of their qualifications and personal level of competence.	☐	☐	☐
b) Evaluate their own practice and participate in continuing professional development to identify and address learning needs.	☐	☐	☐
c) Identify practice situations beyond their personal level of competence and consult, refer, and/or obtain further knowledge and skills to provide professional services.	☐	☐	☐
d) Maintain competence in present area(s) of practice, incorporating evidence into professional services.	☐	☐	☐
e) Acquire the knowledge and skills to practice competently in emerging practice areas as required.	☐	☐	☐
f) Comply with the SDA continuing competence program, adhering to all applicable legislative and regulatory requirements.	☐	☐	☐
g) Voluntarily withdraw from practice if they self-identify that they are no longer able to provide safe, competent, ethical services (e.g., illness, substance abuse).	☐	☐	☐

Standard 7- Conflict of Interest

Registered Dietitians will avoid real or perceived **conflicts of interest** in which professional integrity, independence, or the provision of professional services could be compromised. Conflicts of interest which cannot be avoided must be disclosed and managed.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Recognize any situations in which a conflict of interest could have an impact on their professional judgment.	☐	☐	☐
b) Avoid any conflict of interest in which professional services could be compromised.	☐	☐	☐
c) When a conflict of interest cannot be avoided, disclose to the appropriate authority (e.g. manager, team lead), manage the situation, and/or discontinue professional services.	☐	☐	☐
d) Document any conflict of interest, the efforts to manage it, and the outcome(s).	☐	☐	☐
e) Provide options for the provision of services and/or products when a conflict of interest exists.	☐	☐	☐
f) Refrain from accepting personal incentives (e.g., gifts, donations, funding, recruitment/referral fees) from service and/or product sponsors.	☐	☐	☐
g) Refrain from offering incentives to clients that places the Registered Dietitian's personal gain above their professional responsibilities.	☐	☐	☐

Standard 8- Consent

Registered Dietitians obtain appropriate client consent in the delivery of professional services.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Provide clients with complete and objective information regarding the risks, benefits, and options for treatment and/or professional services.	☐	☐	☐
b) Obtain client consent prior to the delivery of services and document as required.	☐	☐	☐
c) Inform clients in a timely manner of proposed changes to the agreed-upon intervention plan, and/or provide new information relevant to consent.	☐	☐	☐
d) Respect the client's right to make choices, consult, and request additional information, refuse proposed interventions, and withdraw previously provided consent at any time.	☐	☐	☐
e) Obtain approval from the appropriate research ethics board and consent from clients participating in research studies.	☐	☐	☐

Standard 9- Evidence Informed Practice

Registered Dietitians provide professional services using an **evidence-informed** approach.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Access and critically appraise current and applicable evidence.	☐	☐	☐
b) Incorporate current evidence, using critical thinking and professional judgment, when providing professional services.	☐	☐	☐
c) Initiate and/or participate in evaluation and quality improvement activities (e.g., client questionnaires, chart audits, population health data review) to assess new and/or ongoing professional services, products and programs.	☐	☐	☐
d) Use the feedback obtained from health service quality improvement activities to improve professional services.	☐	☐	☐
e) Contribute to new knowledge, as appropriate, by participating in data collection and practice-based research as feasible, conforming to applicable research ethics guidelines and processes.	☐	☐	☐

Standard 10- Fees and Billing

Registered Dietitians ensure that fees and billing for professional services and/or products are fair, transparent, and in compliance with legislative and regulatory requirements.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Be responsible and accountable for all billing under their registration number.	☐	☐	☐
b) Ensure that fees charged for professional services and/or products are fair, reasonable, and justifiable.	☐	☐	☐
c) Disclose fee schedules for all applicable professional services and/or products including accepted methods of payment, potential additional fees (e.g., cancellation fees, photocopying, mailing), and the process for fee dispute resolution, prior to provision of professional services.	☐	☐	☐
d) Maintain comprehensive records regarding the delivery of professional services and/or sale of products.	☐	☐	☐

Standard 11- Privacy/Confidentiality

Registered Dietitians uphold and protect the client's right to privacy and confidentiality of information collected during the delivery of professional services by complying with applicable legislative and regulatory requirements.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Ensure client consent is obtained prior to collecting or disclosing personal information, unless **duty to report** obligations are required.	☐	☐	☐
b) Access and collect only the client information that is essential to carry out the delivery of safe, competent, ethical services.	☐	☐	☐
c) Use physical, technical, and administrative safeguards (e.g. locked filing cabinets, passwords) to protect paper-based, audio, video, electronic or other client information.	☐	☐	☐
d) Avoid conversations about clients and/or professional services provided that can be overheard and/or breach privacy and confidentiality.	☐	☐	☐

Standard 12- Professional Practice Obligations

Registered Dietitians protect the public by providing professional services in compliance with applicable legislative and regulatory requirements.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Accept as their primary professional obligation, to protect and serve the public interest according to SDA Code of Ethics.	☐	☐	☐
b) Hold a valid license and practice in compliance with applicable legislative and regulatory requirements.	☐	☐	☐
c) Maintain a level of personal and professional conduct that upholds the integrity and dignity of the profession and sustains public confidence.	☐	☐	☐
d) Comply with duty to report requirements in accordance with the applicable legislation, regulation, and/or organization/employer policies.	☐	☐	☐
e) Report abuse, incapacity, incompetence or unprofessional conduct to the appropriate authority, in accordance with applicable legislation, regulations and/or organization/employer policies.	☐	☐	☐
f) Take responsibility and be accountable to practice within their personal level of competence.	☐	☐	☐
g) Provide supervision, mentoring and direction to those under their supervision (e.g. students, nutrition practicum students, staff, volunteers).	☐	☐	☐
h) Accurately represent their professional qualifications, experience, knowledge, and skills.	☐	☐	☐
i) Voluntarily withdraw themselves from professional practice when circumstances exist that impair their professional judgment, impact competence, or that may cause harm to clients.	☐	☐	☐
j) Ensure they have the appropriate practice permit/license to deliver services by virtual dietetic practice.	☐	☐	☐
k) Use provincially protected titles (e.g. Dietitian, Registered Dietitian, Professional Dietitian, PDt, Registered Nutritionist, RD,).	☐	☐	☐

Standard 13- Promotion/Advertising:

Registered Dietitians provide information and advertise their professional services and/or products in compliance with applicable legislative and regulatory requirements.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Ensure that advertising is an honest and fair representation of professional services and/or products offered.	☐	☐	☐
b) Adhere to the SDA Code of Ethics and refrain from using advertising that directly or indirectly:	☐	☐	☐
i. creates unjustified expectations about the results;	☐	☐	☐
ii. compares the ability, quality, and/or cost of professional services with that of other Registered Dietitians;	☐	☐	☐
iii. takes advantage either physically, emotionally or financially of **clients**; and	☐	☐	☐
iv. endorses, promotes or recommends exclusive use of a product/brand used/sold as a component of professional services, unless supported by evidence.	☐	☐	☐
c) Uses client testimonials to endorse professional services and/or products.	☐	☐	☐

Standard 14- Record Keeping

Registered Dietitians document and manage client records and/or other data in compliance with applicable legislative, regulatory, organizational/employer requirements.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Document, sign, and date complete, accurate, timely records related to professional services.	☐	☐	☐
b) Maintain, retain, share, transport, store, and dispose of all paper and/or electronic documentation and records in compliance with applicable legislative, regulatory, and organizational/employer requirements.	☐	☐	☐
c) Secure all personal client information through appropriate use of physical, technical, and electronic safeguards to protect the privacy and confidentiality of client information.	☐	☐	☐
d) Maintain complete and accurate financial records for all relevant professional services.	☐	☐	☐
e) Maintain equipment service records (e.g. preventative maintenance logs) according to applicable legislative, organizational/employer, and manufacturer recommendations.	☐	☐	☐
f) Plan for the transfer or disposition of records when leaving a position or ceasing to practice.	☐	☐	☐

Standard 15- Safety and Risk Management

Registered Dietitians adhere to occupational health and safety legislation, and infection prevention and control practices, to provide safe, competent, ethical professional services.

To demonstrate this standard, the registered dietitian will:

Indicator	C	D	N/A
a) Comply with occupational health and safety legislation, best practices in infection prevention and control, and organization/employer policies and procedures.	☐	☐	☐
b) Maintain certification(s) related to infection prevention and control and occupational health/workplace safety, as applicable.	☐	☐	☐
c) Contribute to and comply with **risk management** activities/requirements to promote a safe environment (e.g. working alone, environmental hazards, threats to personal safety).	☐	☐	☐
d) Comply with reporting and follow up procedures related to adverse events, emergency situations, and/or incidents involving workplace safety.	☐	☐	☐
e) Comply with food safety standards in the delivery of professional services.	☐	☐	☐
f) Participate, as required, in health service quality improvement activities to promote and support safe, competent, ethical professional services (e.g. questionnaires, chart audits).	☐	☐	☐

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		

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):		
☐ Conference	☐ Learning on Demand	☐ Workshop
☐ Online Course	☐ Quick Sync Service	☐ 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: