


The Why and How of CCP

College of Dietitians of Alberta
Continuing Competence Program Update
April 26, 2011




Agenda

Why?

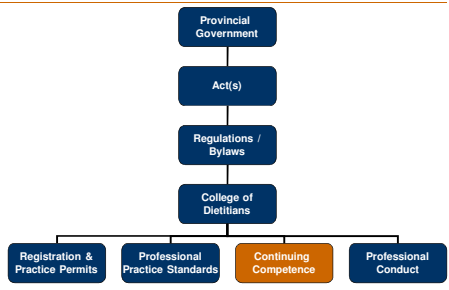
- Legislation, Standards and your CCP

How?

- The CCP Program and Process
- Steps for success
- Examples
- Re-cap and tips




Why? Regulatory Framework




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graph TD
    PG[Provincial Government] --> A[Act(s)]
    A --> RB[Regulations / Bylaws]
    RB --> CD[College of Dietitians]
    CD --> RPP[Registration & Practice Permits]
    CD --> PPS[Professional Practice Standards]
    CD --> CC[Continuing Competence]
    CD --> PC[Professional Conduct]
  
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Legislation and Continuing Competence

- Competence is defined by the *HPA* as “the combined knowledge, skills, attitudes and judgment required to provide professional services”
- The *HPA* requires that all colleges have a continuing competence program in place
- Participation in the program is required annually for all members regardless of employment status




Professional Standards and Continuing Competence

- *Standards of Practice and Essential Competencies*
 - **10.0 Maintains professional competence.**
- *Code of Ethics*
 - **4.0 Maintains competence in dietetic practice.**
 - **4.1 Personal Competence**




- Requirements are determined by the *HPA*, the College, not the employer




Review and Audit Criteria

- Review
 - Random selection 1/3 of membership
- Audit
 - Random selection, 10% of reviewed
 - Documentation to be submitted



How? The Program

- Flexible and member-driven
- Reflective in nature




Components of the CCP

Workbook:

- Part 1 – Practice Profile
- Part 2 – Self Assessment
- Part 3 – Competence Plans / documentation


Online submission:

- performance indicators, activities, evaluation
- reflection




Steps to Success

1. Fill out Profile and complete Self-Assessment in Workbook
2. Set Goals based on specific performance indicators and indicate intentions for learning
3. Enter performance indicators, planned activities and anticipated benefits to practice (evaluation) online in March / adjust as needed throughout year
4. Complete activities and write in the workbook, maintain good records
5. Submit reflection at renewal; restart process



Steps 1 & 2

- Profile & Self-Assessment
 - Workbook
- Documentation of learning goals
 - One performance indicator each
 - Intentions for learning



Documentation of Learning Goals


Continuing Competence Plan 1 (From Standards 1 – 3) 20_/_/20_/_Worksheet

Section A: Continuing Competence Goal 1

This Continuing Competence Plan relates to:	<input checked="" type="checkbox"/> Standard 1: Professional Practice <input type="checkbox"/> Standard 2: Communication <input type="checkbox"/> Standard 3: Competence	Performance Indicator # __ 1.2 __ (Refer to Part 2 – Self Assessment) NOTE: If not currently in dietetic practice, your Continuing Competence Plan may focus on Competency #11
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Specific to the noted performance indicator, this is what I would like to learn related to my practice:

Practicing in compliance with the Code of Ethics of the College of Dietitians of Alberta.




A word about learning goals...

- Task vs job related vs learning goals?
- SMART vs learning goals?

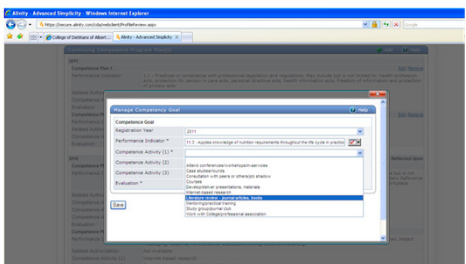



Step 3

- Online (March and throughout year)
 - Performance indicators
 - Planned activities
 - Anticipated benefits to practice / evaluation




Online snapshot

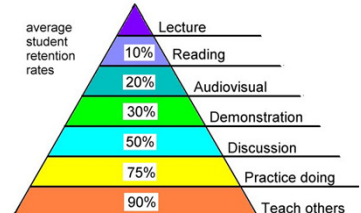
Step 4

- Complete and document activities in the Workbook




Learning activities...

Learning Pyramid




Activity	Average Student Retention Rate
Lecture	10%
Reading	20%
Audiovisual	30%
Demonstration	50%
Discussion	75%
Practice doing	90%
Teach others	90%

Source: National Training Laboratories, Bethel, Maine




Competence Plan Activities

- Journal club/study group
- Courses
- Case studies, rounds
- Networking/discussion groups
- Development and/or delivery of presentations
- Self-directed research or literature reviews (be specific!)
- Conferences, workshops, inservices (be specific)
- Job shadowing
- Consultation with other health professionals or peers
- Work with College or Professional Associations




Documentation / Verification of Activities

- Course certificate / receipts and notes
- Notes from rounds / education sessions - dated
- Listing of references / resources used and summary of findings
- Contact information for colleagues consulted and description of case or issue discussed
- Course outline or program and notes



Documentation / Verification of Activities


- Copies of materials / presentations developed
- Meeting date(s), participant list and topic summary of journal club / study groups
- Summary of ideas generated with colleagues on an identified practice issue or problem
- Description of a case study, research or other finding that impacted your practice



Documentation / Verification of Learning Activities

Section B: Continuing Competence Activities
 The following Continuing Competence activities were completed to achieve my Continuing Competence Plan. (Indicate type of verification of activity - Refer to Part 3, Section B in the CCP Workbook for more information)


Date Completed	Description of Activity	Verification
May 4 2010	Read Code of Ethics	Kept notes and jotted examples from my experiences that relate
June 19 and 24 2010	Met with other RDs to work through College Code of Ethics scenarios from website	Kept notes of our discussions, notes of scenarios "discussed" and questions asked
Sept 22 2010	Developed summary presentation on my experience with Code of Ethics decision making framework and presented it to colleagues at lunch and later	Powerpoint presentation printed and filed, feedback from colleagues noted



Evaluation of Outcome and Reflection on impact to practice

2 parts to this:

- Step 3: Anticipated benefit to your practice
- Step 5: Reflection on learning and competence enhancement




Anticipated Benefit to Practice...

Section C: Evaluation: Reflection on learning and competence enhancement



I anticipate the benefit to my practice (evaluation) will be:

<input type="checkbox"/> Developed program/process/product	<input type="checkbox"/> Improves work environment
<input type="checkbox"/> Enhanced accountability	<input type="checkbox"/> Increased confidence
<input checked="" type="checkbox"/> Enhanced critical thinking/decision making	<input checked="" type="checkbox"/> Increased knowledge/skill/competence
<input type="checkbox"/> Improved communication skills	



Step 5: Reflection on impact to practice


- Reflect backwards
- How have you used your learning?
- How do you know you are more competent as an RD?
- How did working on this goal influence your practice?
- What kinds of feedback have you received?

Reflection on impact to practice


Please reflect on how your practice and competence has been enhanced through completion of this Continuing Competence Plan. (This will be entered online during Registration Renewal under your CCP plan Reflection).

I am now familiar with the Code of Ethics and find it easier to recognize ethical situations. When a situation arose related to professional boundaries with a client, I used the Ethical Decision Framework to arrive at the best course of action and to ensure that I was practicing in compliance with the Code of Ethics. I have decided to refer this client to another RD in order to preserve the client's best interests.




Online reflection process

- Ensure to keep a record of your reflections
 - Written – workbook, word doc etc
 - Print before submit online



Steps following online submission

- Ensure documentation in order
- Retain documentation for 3 years
- Submit if audited




What NOT to do

Continuing Competence Plan 2 20__/20__ Worksheet
 (From Standards 4 – 7 if working in a specific area of dietetic practice, OR from any of Standards 1 – 7, as determined by practice profile assessment in Part 1)

Section A: Continuing Competence Goal 2

This Continuing Competence Plan relates to:	<input type="checkbox"/> Standard 1: Professional Practice	Performance Indicator # __16.4; 16.1 __ <small>* If your practice profile does not fall within any of the four designated practice areas, as your second goal you may select an additional area for further development from Standards 1–3. (Refer to Part 2 – Self Assessment)</small>
	<input type="checkbox"/> Standard 2: Communication	
	OR	
<input checked="" type="checkbox"/>	Standard 4: Client Care	
<input type="checkbox"/>	Standard 5: Community and Population Health	
<input type="checkbox"/>	Standard 6: Management of Organizations	
<input type="checkbox"/>	Standard 7: Management of Foodservice Systems	

Specific to the noted performance indicator, this is what I would like to learn related to my practice:
Collaborate.




Activities: What NOT to do

Section B: Continuing Competence Activities

The following Continuing Competence activities were completed to achieve my Continuing Competence Plan. (Indicate type of verification of activity - Refer to Part 3, Section B in the CCP Workbook for more information)

Date Completed	Description of Activity	Verification
Ongoing	Roundns	usf
April to March	Read DC journal throughout the year	



Evaluation and Reflection: What NOT to do


Section C: Evaluation: Reflection on learning and competence enhancement

I anticipate the benefit to my practice (evaluation) will be:

<input type="checkbox"/> Developed program/process/product	<input type="checkbox"/> Improved work environment
<input type="checkbox"/> Enhanced accountability	<input type="checkbox"/> Increased confidence
<input type="checkbox"/> Enhanced critical thinking/decision making	<input checked="" type="checkbox"/> Increased knowledge/skill/competence
<input type="checkbox"/> Improved communication skills	

Please reflect on how your practice and competence has been enhanced through completion of this Continuing Competence Plan. (This will be entered online during Registration Renewal under your CCP plan Reflection).

I learned a lot this year from the DC journal and attending roundns. I know I will use the information gained in future when educating clients.



Re-cap of steps

- Step 1: Print Workbook, complete profile and self-assessment and identify performance indicators for development (February/March)
- Step 2: Set goals for coming year, intentions for learning
- Step 3: Enter performance indicators, planned activities and anticipated benefits to practice (evaluation) online at renewal and update as needed
- Step 4: Undertake activities, document and ensure verification materials available (throughout year)
- Step 5: Complete reflection on learning and submit online; start process over



Tips for success

- Keep plans up to date online
- Keep detailed records of activities
- Literature reviews are always appropriate
- “I know I’m more competent because...”



Questions about CCP?

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