



**COLLEGE OF DIETITIANS
OF ALBERTA**

**Continuing Competence
Program Workbook**

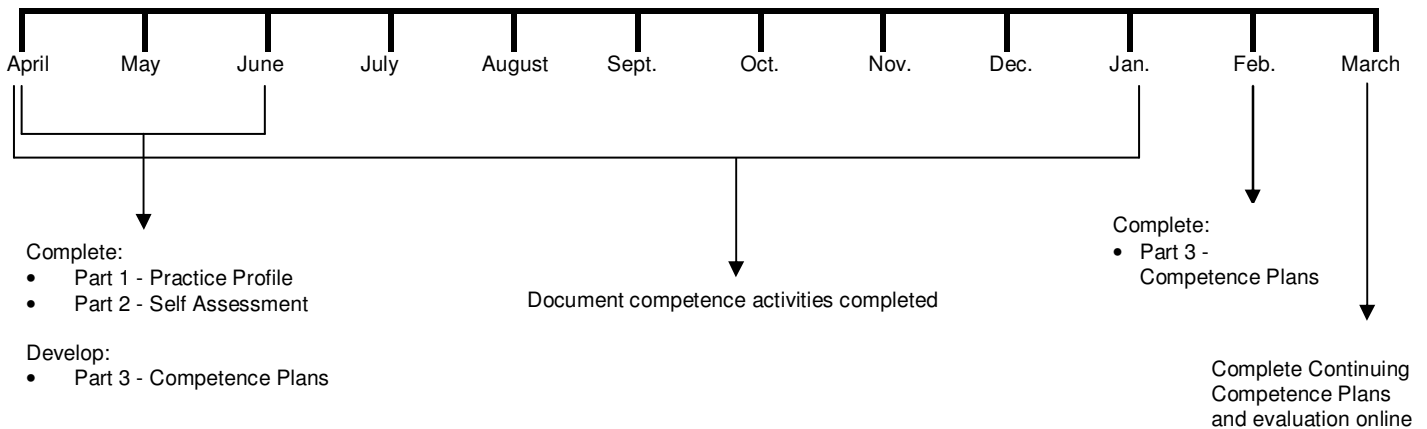
Program Requirements

To maintain registration with the College, all members must participate in the mandatory Continuing Competence Program of the College each year of registration, regardless of employment status. All members must complete a minimum of two Continuing Competence Plans each year. New registrants to the College (registered on the General Register after October 1) are not required to complete the Continuing Competence Program during Registration Renewal in March. New Registrants will begin the Continuing Competence Program in April following renewal.

In addition to the program requirements for Continuing Competence Plans 1 and 2, dietitians who are authorized to perform restricted activities must also develop one Continuing Competence Plan for each restricted activity that they are authorized to perform. If a member has received authorization for a restricted activity after October 1, they will not be required to complete a Continuing Competence Plan during Registration Renewal in March but will begin the Continuing Competence Program in April.

Members who are **not currently working in dietetic practice** (i.e. dietitians who are working in non-traditional roles or not working, such as during maternity leave) may focus Continuing Competence Plan 1 (from Standards 1 – 3) on *Competency 11: Acts as a reliable source for current food and nutrition information*. This competency contains aspects that are unique to any professional who has earned the right to use the RD designation and therefore must be maintained. A second Continuing Competence Plan must also be completed and may be selected from any one of **Standards 1 – 7**, as outlined below.

Continuing Competence Program Annual Timeline



The Continuing Competence Program (CCP) Annual Timeline provides a snapshot of the Continuing Competence Program activities as they should be occurring throughout the year. The documents for the Continuing Competence Program consist of the (1) CCP Workbook and the (2) Continuing Competence Program sections of your online Profile and Registration Renewal.

The CCP Workbook is posted on the Members section of the College website. Members should download a copy of the Workbook to complete the Practice Profile, the Self Assessment and to develop his or her Continuing Competence Plans. Throughout the year, members will then undertake and document planned competence activities. By February, members should have completed their Continuing Competence Plans and have evaluated the outcome that competence activities have had on their practice.

The College provides Members access to CCP online throughout the year. Members will set their goals for the upcoming year at the time of registration renewal and will be able to update their goals and activities throughout the year. Members will be required to complete their online Continuing Competence Program goals, activities and reflections for the preceding year before registration renewal is considered complete.

Review and Audit Process

This Workbook is one tool you may use to document the planning and achievement of your learning goals and activities. You may choose to not use this Workbook as part of your documentation process, however you must keep records of goals and activities achieved throughout the year in the event you are audited.

A **review** is an internal College process of ensuring members reflections match and are appropriate to the goals set. Each year the College randomly selects 1/3 of the membership for program review.

An **audit** includes a request from the College to submit CCP Workbook materials (including self-assessment, identification of goals, proposed activities and benefits to practice) in addition to documentation / verification of completed activities. The College will randomly select 10% of all reviewed programs for an audit. Should you be selected, you will be required to submit these materials to the College for review, which will also include a review of your final Continuing Competence Program goals, activities and evaluation / reflection.

Therefore, it is essential that members maintain excellent records of goals, activities, and verification of activities including certificates, notes, written summaries, and/or any documentation that supports you undertook the activities identified.

General Instructions

1. When selecting a goal, choose only one performance indicator to base each goal around.
2. Ensure your goal is a learning goal.
3. Write your goal with SMART characteristics in mind.
4. Complete activities within the Continuing Competence year (April 1 to 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 job related duties or responsibilities.
7. In March, transfer relevant information from the CCP Workbook to the online CCP Submission fields when renewing registration.
8. Retain your completed Continuing Competence Program Workbooks and / or related documentation for a minimum of three years.

Part 1 – Practice Profile Instructions

Continuing Competence goals and learning activities are most beneficial when they relate to enhancing the learning, the knowledge and the skills of each individual members current practice. As each member defines their professional practice profile, they will find it easier to complete the self assessment tools that follow and be better able to focus their learning on activities that relate to their practice.

In defining their practice profile, members should consider the primary activities typical of their practice. Some dietitians may practice in one specific area (i.e. a clinical dietitian who provides client care, a dietitian who manages a foodservice department, a community nutritionist) while the practice of others may involve two or more specific areas (i.e. a dietitian who manages a work unit or department in addition to providing client care, a community nutritionist who also provides client care to individuals).

Members who find that their practice area is not clearly defined in the available list should select the practice area(s) that best describes their area of expertise. For example, educators would select the practice area(s) that best relates to their area of expertise / research focus. Members who find their practice area does not fall into one of the four designated practice areas must provide an explanation in the space provided below for documentation purposes.

Please note that the term “**client**” may mean an individual, family, substitute decision-maker, group, agency, government, employer, employee, business, organization or community who is the direct or indirect recipient of the dietitian’s expertise.

My practice / area(s) of expertise include(s) (check all that apply):

- CLIENT CARE - PROVISION OF SERVICES TO INDIVIDUALS.** My primary practice activity is: a) Providing professional services related to nutrition and food education, counseling, disease treatment, disease management to individuals; b) Managing the provision of dietetic programs / services for individuals.

For example, I work with clients in the following settings: a) Institutions, hospitals, acute care, outpatient clinics, long term care; b) Private practice; c) Community health units, home care, health clinics, physician's offices

My clients are: _____

- COMMUNITY AND POPULATION HEALTH - PROVISION OF SERVICES TO POPULATIONS / GROUPS.** My primary practice activity is: a) Providing professional services related to health promotion / disease prevention, public health policy, food security, nutrition and food education, programs to populations and groups; b) Managing the provision of food and nutrition programs / services for populations / groups.

For example, I work with clients in the following settings: a) Community health units, health clinics, community kitchens; b) Government / Non Government Organizations / Not for Profit Organizations / Associations

My clients are: _____

- MANAGEMENT OF ORGANIZATIONS - PROVISION OF SERVICES TO ORGANIZATIONS, BUSINESS AND INDUSTRY.** My primary practice activity is: a) Management / administration of organizations, departments, work units; b) Consumer product education / information; c) Sales / marketing; d) Food research, product testing and development; d) Consulting, media, communications.

For example, I work with clients in the following settings: a) Institutions, hospitals, acute care, outpatient clinics, long term care; b) Food marketing boards, food manufacturers; c) Retail food outlets, health food stores; d) Pharmaceutical companies; e) Government / Non Government Organizations / Not for Profit Organizations / Associations

My clients are: _____

- MANAGEMENT OF FOODSERVICE SYSTEMS - PROVISION OF SERVICES RELATED TO FOOD AND FOODSERVICE SYSTEMS.** My primary practice activity is: a) Providing professional services related to food and foodservice systems; b) Managing the provision of programs / services related to food and foodservice systems.

For example, I work with clients in the following settings: a) Institutions, long term care facilities, hospitals; b) Hospitality, restaurants

My clients are: _____

- My practice does not fall into any of the 4 practice profile categories.

The reason is:

The trends, challenges or developments affecting my practice are:

Part 2 – Self Assessment

The self assessment is intended to assist members in identifying their learning needs and documenting opportunities to develop various aspects of their practice. The self assessment tool is based on the *Standards of Practice and Essential Competencies for Dietetic Practice*. For each of the seven standard areas, there are competency statements with related performance indicator statements. The first three standard areas are applicable and essential to **all** practicing members. One or more of the remaining four standard areas are applicable to each member depending on their particular practice area. This format allows members to focus their continuing competence in more specific areas as their practice develops and evolves.

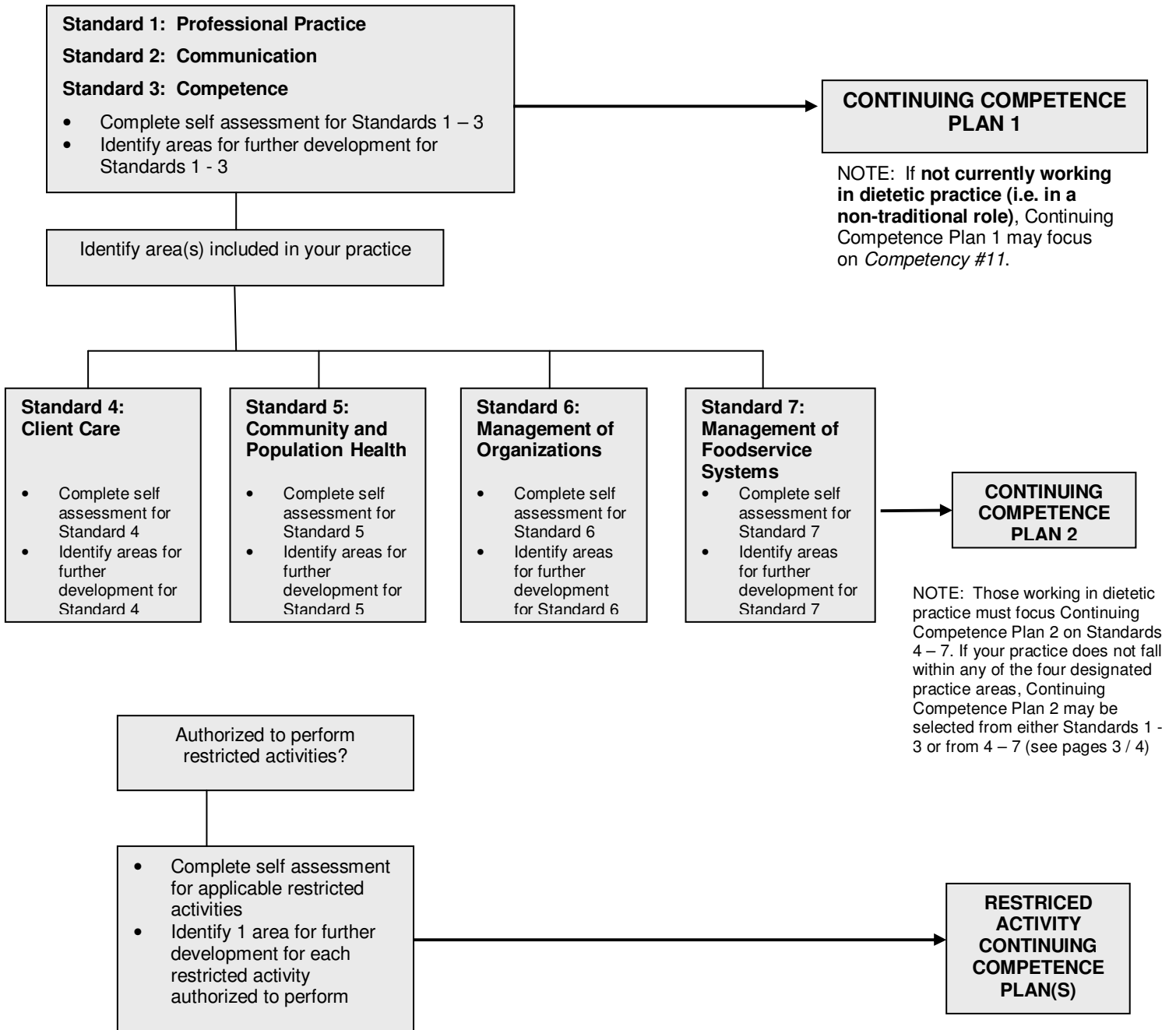
| Standard | Applicable to: |
|--|--|
| Standard 1: Professional Practice Standard 2: Communication Standard 3: Competence | All Registered Dietitians |
| Standard 4: Client Care | Dietitians practicing in the area of client care |
| Standard 5: Community and Population Health | Dietitians practicing in the area of community and population health |
| Standard 6: Management of Organizations | Dietitians practicing in the area of organization management |
| Standard 7: Management of Foodservice Systems | Dietitians practicing in the area of foodservice systems management |

To assist in developing CCP plans and to ensure you are prepared in the event of an audit, all members are to:

- (1) Complete self assessments for Standards 1 – 3 and for all areas that relate to their area(s) of practice/expertise from Standards 4 – 7.
- (2) Develop **one** Continuing Competence Plan from Standards 1 – 3 and **one** Continuing Competence Plan from Standards 4 – 7, as applicable to their practice area (please see above).

For those members whose practice does **not** fall into any of the four designated practice areas, the second Continuing Competence plan may be selected from **either** Standards 1 – 3 **OR**, for those members wanting to gain competence in a specific practice area, from Standards 4 – 7.

The Self Assessment Process



Standards 1 – 3: All members must complete the self assessment for Standards 1 – 3 and develop one Continuing Competence Plan from Standards 1 – 3. If your practice profile does not fall within any of the four designated practice areas, you may also choose to complete a *second* Continuing Competence Plan from Standards 1 – 3 (as outlined above).

For each Standard, there are competency statements and related performance indicators. Following each statement, you will find columns that allow you to assess your practice and identify areas for further development. For each statement, check (✓) the column that is applicable to you. (Remember that the definition for “client” is broad in nature and is meant to apply to all practice areas. Think broadly as you consider each statement.)

Standard 1: Professional Practice

A dietitian assumes responsibility and accountability in the provision of competent, safe, ethical, professional practice. This standard applies to all dietitians.

C = Competent: has the knowledge / skills required to provide competent, safe, professional service
D = Area for further development: would like to further enhance knowledge / skills

Essential Competencies

Competency 1. Practices with professional integrity.

| Performance Indicators | C | D |
|---|---|---|
| 1.1 Practices in compliance with professional legislation and regulations. <i>May include but is not limited to: health profession acts, protection for person in care acts, personal directive acts, health information acts, freedom of information and protection of privacy acts</i> | | |
| 1.2 Practices in compliance with professional standards, practice guidelines and codes. <i>May include but is not limited to: practice standards, codes of ethics, continuing competence programs</i> | | |
| 1.3 Provides services within scope of practice and personal competence. | | |
| 1.4 Refers individuals for consultation when issues are beyond scope of practice and competence. | | |
| 1.5 Accepts personal responsibility and accountability for actions and decisions. | | |

Competency 2. Respects the individuality and autonomy of others.

| Performance Indicators | C | D |
|--|---|---|
| 2.1 Respects individuals and their rights regardless of race, religious beliefs, color, gender, physical and / or mental disability, marital status, family status, economic status, education level, age, ancestry or sexual orientation. | | |
| 2.2 Respects the dignity and privacy of individuals. | | |
| 2.3 Obtains informed consent as required prior to providing services. | | |
| 2.4 Provides services considering the best interests of the individual and their needs. | | |

Competency 3. Applies legal and ethical principles in managing information.

| Performance Indicators | C | D |
|---|---|---|
| 3.1 Complies with legislation and established policies in managing information. <i>May include but is not limited to: freedom of information and protection of privacy acts, personal information protection acts, health information acts</i> | | |
| 3.2 Protects the confidentiality and security of information throughout collection, storage, use, dissemination and destruction processes. | | |
| 3.3 Protects integrity, reliability and authenticity of records. | | |

Competency 4. Applies information management principles and current technology in practice.

| Performance Indicators | C | D |
|---|---|---|
| 4.1 Documents and maintains information in compliance with established guidelines. | | |
| 4.2 Maintains accurate, clear, concise and timely documentation of professional services. | | |
| 4.3 Uses current technology in practice. <i>May include but is not limited to: software, multimedia, web casts, e-mail, instant messaging, listservs, file transfers, videoconferencing, electronic charting</i> | | |

Standard 1: Professional Practice

Competency and performance indicator numbers identified for further development:

Standard 2: Communication

A dietitian communicates and interacts effectively with individuals and groups in the provision of professional services. This standard applies to all dietitians.

C = Competent: has the knowledge / skills required to provide competent, safe, professional service
D = Area for further development: would like to further enhance knowledge / skills

Essential Competencies

Competency 5. Communicates clearly and effectively.

| Performance Indicators | C | D |
|--|---|---|
| 5.1 Selects appropriate methods for communications. <i>May include but is not limited to: face-to-face, telephone, group meeting, letter / memo, e-mail</i> | | |
| 5.2 Identifies and addresses barriers to communication. <i>May include but is not limited to: literacy issues, cultural issues, lack of understanding, interruptions, physical distractions, fear</i> | | |
| 5.3 Adapts communication style to meet needs and level of understanding of individuals and groups. | | |
| 5.4 Uses effective verbal communication skills. | | |
| 5.5 Writes clearly, concisely and professionally. | | |
| 5.6 Facilitates two way communications. | | |
| 5.7 Uses active listening techniques. <i>May include but is not limited to: encouraging, clarifying, restating / paraphrasing, reflecting, summarizing, validating</i> | | |
| 5.8 Interprets and responds to non-verbal communications. | | |

Competency 6. Uses effective information gathering skills.

| Performance Indicators | C | D |
|--|---|---|
| 6.1 Determines the purpose and objectives of information gathering activities. | | |
| 6.2 Develops plans and gathers accurate, comprehensive, relevant information. <i>May include but is not limited to: client interviews, focus groups, meetings</i> | | |
| 6.3 Builds trust and rapport with others to facilitate the information gathering process. | | |
| 6.4 Establishes plans based on outcome of information gathering activities. | | |

Competency 7. Provides education to meet the learning needs of individuals and groups.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 7.1 | Assesses the learning needs of individuals and groups. <i>May include but is not limited to: clients, care givers, students, dietetic interns, other professionals, staff</i> | | |
| 7.2 | Develops learning plans and supporting education resource materials to meet the learning needs of individuals and groups. | | |
| 7.3 | Adapts content and instruction style in the delivery of education to meet the needs of individuals and groups. | | |
| 7.4 | Evaluates effectiveness of education provided in achieving planned outcomes. | | |

Competency 8. Facilitates team work.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 8.1 | Applies principles of collaboration and negotiation in team work. <i>Teams may include but are not limited to: clients, care givers, agencies, other professionals, staff</i> | | |
| 8.2 | Incorporates team members' knowledge, expertise and personal skills in team processes. | | |
| 8.3 | Collaborates with team members to determine goals. | | |
| 8.4 | Adapts personal approach to team members and situations. | | |
| 8.5 | Works with team members to identify and resolve conflicts. | | |
| 8.6 | Contributes to team decision making. | | |
| 8.7 | Assumes responsibility for completion of assigned tasks. | | |

Competency 9. Uses effective counseling / coaching skills.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 9.1 | Determines goals of counseling / coaching sessions in collaboration with individuals. <i>May include but is not limited to: clients, care givers, students, dietetic interns, other professionals, staff</i> | | |
| 9.2 | Identifies and resolves barriers to achieving goals of counseling / coaching. | | |
| 9.3 | Engages individuals in anticipating and discussing issues relevant to their situation during counseling / coaching sessions. | | |
| 9.4 | Collaborates with individuals to develop plans to achieve goals of counseling / coaching. | | |
| 9.5 | Provides follow up to counseling / coaching sessions to determine if further action is required. | | |

Standard 2: Communication

Competency and performance indicator numbers identified for further development:

Standard 3: Competence

A dietitian maintains competence in dietetic practice and the provision of professional services. This standard applies to all dietitians.

C = Competent: has the knowledge / skills required to provide competent, safe, professional service
D = Area for further development: would like to further enhance knowledge / skills

Essential Competencies

Competency 10. Maintains professional competence.

| Performance Indicators | C | D |
|---|---|---|
| 10.1 Reflects on and evaluates own current practice. | | |
| 10.2 Assesses quality of services provided and identifies opportunities for improvement. | | |
| 10.3 Recognizes limitations in practice qualifications and own level of competence. | | |
| 10.4 Identifies professional competence goals. | | |
| 10.5 Develops plans for meeting professional competence goals. | | |
| 10.6 Engages in activities to gain new knowledge, skills and behaviors to meet professional competence goals. | | |
| 10.7 Applies new knowledge, skills and behaviors to practice. | | |

Competency 11. Acts as a reliable source for current food and nutrition information.

| Performance Indicators | C | D |
|---|---|---|
| 11.1 Applies food and nutrition related legislation, regulations, standards and guidelines to practice. <i>May include but is not limited to: Food & Drugs Act, Food & Drug Regulations, Nutrition Labeling Regulations, Canada's Food Guide, Dietary Reference Intakes, Public Health Act, Food & Food Establishment Regulations, Occupational Health & Safety Regulations, Workplace Hazardous Materials Information System (WHMIS), Workers' Compensation Board (WCB)</i> | | |
| 11.2 Promotes healthy food choices and healthy eating behaviors. | | |
| 11.3 Applies knowledge of nutrition requirements throughout the life cycle in practice. | | |
| 11.4 Demonstrates knowledge of foods, cultural / religious foods, eating patterns and food trends in Canadian populations. | | |
| 11.5 Plans menus and meal plans that conform to consumer needs, nutritional requirements and esthetic characteristics of foods. | | |
| 11.6 Applies knowledge of food science and basic food preparation techniques in practice. | | |
| 11.7 Completes accurate calculations related to practice. <i>May include but is not limited to: imperial / metric conversions, nutrient requirements for clients, nutrient composition of foods, recipes, dietary intakes, food costs / selling prices, budget preparation</i> | | |
| 11.8 Applies knowledge of quality food standards and food safety in practice. | | |
| 11.9 Communicates the role, scope of practice and areas of expertise of the Registered Dietitian to others. | | |

Competency 12. Applies current research and evidence based practice findings into services provided.

| Performance Indicators | C | D |
|---|---|---|
| 12.1 Evaluates current research / evidence based practice findings to determine the reliability and credibility of information. | | |
| 12.2 Determines applicability of current research / evidence based practice findings to practice setting. | | |
| 12.3 Applies research / evidence based practice findings to improve practice. | | |

Competency 13. Applies critical thinking skills in problem solving and decision making.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 13.1 | Collects and analyzes relevant information related to an identified issue. | | |
| 13.2 | Develops and analyzes potential solutions to resolve the identified issue. | | |
| 13.3 | Implements the best solution to resolve the identified issue. | | |
| 13.4 | Evaluates the success of the solution and implements further action if required. | | |

Competency 14. Manages change in practice.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 14.1 | Identifies the need for change and desired outcomes. <i>May include but is not limited to change in: role, practice, work environment, organization</i> | | |
| 14.2 | Assesses readiness, implications and relevant issues related to change. | | |
| 14.3 | Develops and implements plans to achieve desired outcomes. | | |
| 14.4 | Evaluates and revises plans to achieve desired outcomes. | | |

Standard 3: Competence

Competency and performance indicator numbers identified for further development:

Standards 1 – 3: Area Selected for Further Development (Select One)

| | | |
|---|--|---|
| This Continuing Competence Plan for 20__ / 20__ relates to: | <input type="checkbox"/> Standard 1: Professional Practice | Competency # _____ |
| | <input type="checkbox"/> Standard 2: Communication | Performance Indicator # _____ |
| | <input type="checkbox"/> Standard 3: Competence | (Refer to Part 2 – Self Assessment) |
| | | NOTE: If not currently working in dietetic practice, Continuing Competence Plan may focus on Competency #11 |

Standards 4 – 7: All members working in dietetic practice must select the standard area(s) that apply to their practice / area(s) of expertise; complete the self assessment for those standard areas and develop one Continuing Competence Plan from Standards 4 – 7. If your practice profile does not fall within any of the four designated practice areas, you may choose to complete your second Continuing Competence plan from any of Standards 4 – 7 (OR from Standards 1 – 3, as outlined above).

Standard 4: Client Care

A dietitian provides professional services to achieve the nutrition care goals of clients. This standard applies to all dietitians practicing in the area of client care.

C = Competent: has the knowledge / skills required to provide competent, safe, professional service
D = Area for further development: would like to further enhance knowledge / skills

Essential Competencies

Competency 15. Uses a client centered approach to care.

| Performance Indicators | | C | D |
|-------------------------------|---|----------|----------|
| 15.1 | Uses a variety of assessment strategies, individualized to client needs. <i>Clients may include but are not limited to: patients, residents, care givers</i> | | |
| 15.2 | Interviews clients to conduct needs assessments. | | |
| 15.3 | Considers the ability and resources of the clients to execute the nutrition care plan. | | |
| 15.4 | Collaborates with clients / care givers in determining realistic nutrition goals and managing nutrition care. | | |

Competency 16. Contributes to client care through collaboration with inter-professional team.

| Performance Indicators | | C | D |
|-------------------------------|---|----------|----------|
| 16.1 | Advocates on behalf of clients with the inter-professional team. | | |
| 16.2 | Coordinates and integrates care to ensure quality and continuity of care. | | |
| 16.3 | Refers clients to other members of the inter-professional team. | | |

Competency 17. Conducts comprehensive nutrition assessments.

| Performance Indicators | | C | D |
|-------------------------------|--|----------|----------|
| 17.1 | Uses a structured system to identify clients at nutrition risk. | | |
| 17.2 | Determines psycho-social factors that may influence nutrition intake / status. | | |
| 17.3 | Conducts and analyzes client diet history. | | |
| 17.4 | Completes accurate analysis of food records. | | |
| 17.5 | Analyzes and compares food intake with nutritional requirements. | | |
| 17.6 | Assesses client nutrition status through physical observation and anthropometric measures. | | |
| 17.7 | Reviews and assesses relevant laboratory data. | | |
| 17.8 | Determines potential nutrient-drug interactions. | | |
| 17.9 | Interprets findings of comprehensive nutrition assessment to identify normal, abnormal and deviant states of health. | | |
| 17.10 | Draws relevant conclusions from nutrition assessment data. | | |
| 17.11 | Prioritizes identified health needs in consultation with clients / care givers and inter-professional team. | | |

Competency 18. Develops, implements and evaluates nutrition care plans.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 18.1 | Integrates assessment data in development of the nutrition care plan. | | |
| 18.2 | Considers co-morbidities in development of the nutrition care plan. | | |
| 18.3 | Consults with the inter-professional team in development of the nutrition care plan. | | |
| 18.4 | Identifies nutrition goals and develops nutrition care plan to achieve planned outcomes in collaboration with clients. | | |
| 18.5 | Formulates meal plans to achieve planned outcomes. | | |
| 18.6 | Determines appropriate formula and feeding route for clients. <i>May include but is not limited to: oral, enteral, parenteral</i> | | |
| 18.7 | Provides nutrition education to clients / care givers. | | |
| 18.8 | Coordinates implementation of nutrition care plan. | | |
| 18.9 | Implements strategies and supports for those unable to manage their own care. | | |
| 18.10 | Assesses client progress in achieving planned outcomes. | | |
| 18.11 | Evaluates effectiveness of nutrition care plan in achieving planned outcomes. | | |

Standard 4: Client Care

Competency and performance indicator numbers identified for further development:

Standard 5: Community and Population Health

A dietitian provides professional services to promote health and prevent disease in communities and populations. This standard applies to all dietitians practicing in the area of community and population health.

C = Competent: has the knowledge / skills required to provide competent, safe, professional service
D = Area for further development: would like to further enhance knowledge / skills

Essential Competencies

Competency 19. Demonstrates understanding of public health system operation.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 19.1 | Applies understanding of public health and health care systems to the provision of community and population health services. | | |
| 19.2 | Identifies individual, public / private organizational and government roles and responsibilities within public health and health care systems. | | |
| 19.3 | Applies knowledge of food security / food insecurity in the provision of community and population health services. <i>May include but is not limited to: sustainability, social justice elements</i> | | |
| 19.4 | Applies principles of behavioral sciences, social sciences, biostatistics, epidemiology and environmental public health in the development of community and population health services. | | |

Competency 20. Promotes nutrition health and disease prevention in the community.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 20.1 | Advocates for nutrition programs and resources. | | |
| 20.2 | Participates in food and nutrition policy development and evaluation based on community and population health needs. | | |
| 20.3 | Participates in processes and policy development that affect food, food security and nutrition in communities and populations. | | |
| 20.4 | Collaborates with community partners and stakeholders in promoting community and population health. | | |
| 20.5 | Develops and implements strategies to promote healthy food choices and healthy eating behaviors. | | |
| 20.6 | Develops and implements strategies for disease prevention and management. | | |
| 20.7 | Consults with and provides nutrition information within the community. <i>May include but is not limited to: individuals, groups, schools, agencies, outreach workers</i> | | |

Competency 21. Conducts assessments to determine needs for community based food and nutrition programs / services.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 21.1 | Identifies determinants of health and their influence on community and population health status. | | |
| 21.2 | Assesses the nutrition health and functional status of communities and populations. | | |

Competency 22. Plans and develops community based food and nutrition programs / services.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 22.1 | Determines goals for community based food and nutrition programs / services in collaboration with community partners. <i>May include but is not limited to: individuals, groups, schools, agencies, outreach workers</i> | | |
| 22.2 | Identifies available resources for development of community based food and nutrition programs / services. | | |
| 22.3. | Selects strategies for addressing needs for community based food and nutrition programs / services. | | |

Competency 23. Implements and evaluates community based food and nutrition programs / services.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 23.1 | Delivers nutrition programs / services to meet identified needs of communities and populations. | | |
| 23.2. | Develops and delivers professional communications. <i>May include but is not limited to: presentations, articles for print media, press releases, public relations programs, communications plans, media interviews</i> | | |
| 23.3. | Identifies and implements strategies for reaching individuals and populations that do not access available community services. | | |
| 23.4 | Evaluates effectiveness and recommends improvements for community based food and nutrition programs / services. | | |

Standard 5: Community and Population Health

Competency and performance indicator numbers identified for further development:

Standard 6: Management of Organizations

A dietitian applies organization management principles in the provision of professional services. This standard applies to all dietitians practicing in the area of organization management.

C = Competent: has the knowledge / skills required to provide competent, safe, professional service
D = Area for further development: would like to further enhance knowledge / skills

Essential Competencies

Competency 24. Applies principles of organization management into practice.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 24.1 | Participates in the development and implementation of program / service planning. | | |
| 24.2 | Develops and delivers programs / services in compliance within organizational goals and objectives. | | |
| 24.3 | Allocates human and financial resources to achieve organizational goals and objectives. | | |

Competency 25. Develops and implements organizational policies / procedures.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 25.1 | Consults with stakeholders and gathers information relevant to identified policy / procedure development needs. | | |
| 25.2 | Develops clear and concise policies / procedures. | | |
| 25.3 | Implements policies / procedures into organizational plans, programs and services. | | |

Competency 26. Performs activities related to human resource management.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 26.1 | Complies with government regulations, human resource policies and collective agreement in managing employees. <i>May include but is not limited to: employment standards codes</i> | | |
| 26.2 | Determines staffing requirements and coordinates scheduling of staff to meet human resource needs. | | |
| 26.3 | Develops job descriptions and performance standards. | | |
| 26.4 | Develops and implements recruitment, selection and staff retention strategies to meet human resource needs. | | |
| 26.5 | Develops and implements programs to meet human resource needs. <i>May include but is not limited to: orientation, training, employee assistance programs</i> | | |

Competency 27. Leads and directs others.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 27.1 | Promotes an organizational learning culture. | | |
| 27.2 | Creates a culture of ethical behavior in the organization. | | |
| 27.3 | Directs and supervises personnel involved in the delivery of services. | | |
| 27.4 | Adapts leadership style to individuals and situations. | | |
| 27.5 | Identifies and facilitates resolution of conflict situations. | | |
| 27.6 | Delegates to others within their employment scope and level of competence. | | |
| 27.7 | Plans and conducts meetings to achieve desired outcomes. | | |

Competency 28. Develops and implements performance management and evaluation programs.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 28.1 | Complies with human resource policies / procedures and collective agreements in managing the performance of others. <i>May include but is not limited to: employees, dietetic interns, students, volunteers, teams</i> | | |
| 28.2 | Conducts employee performance evaluations. | | |
| 28.3 | Manages the progressive disciplinary process according to established procedures. | | |

Competency 29. Integrates principles of financial management into practice.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 29.1 | Develops reports based on collection of accurate financial / operational data. | | |
| 29.2 | Interprets operational data and financial statements to manage programs and services within budget. | | |
| 29.3 | Conducts cost-effectiveness, cost-benefit and cost-utility analysis to identify budget priorities. | | |
| 29.4 | Prepares budgets based on identified priorities. | | |
| 29.5 | Provides services within budget allocations. | | |
| 29.6 | Interprets and implements strategies to correct budget variances. | | |

Competency 30. Incorporates quality improvement cycle into services provided.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 30.1 | Assesses quality of services provided and identifies opportunities for improvement. <i>May include but is not limited to : quality improvement audits, client / customer satisfaction surveys</i> | | |
| 30.2 | Establishes goals for improving quality of services provided. | | |
| 30.3 | Develops and implements quality improvement plans. | | |
| 30.4 | Evaluates quality improvement data and implements continuous quality improvement planning. | | |

Competency 31. Incorporates risk management strategies to practice.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 31.1 | Identifies and assesses potential risks that may impact the delivery of safe, effective service. <i>May include but is not limited to : disaster, pandemic, contingency, strike / lock out, threat, supply / service disruptions</i> | | |
| 31.2 | Develops and implements plans for managing identified risks. | | |
| 31.3 | Evaluates and recommends improvements to risk management plans. | | |

Standard 6: Management of Organizations

Competency and performance indicator numbers identified for further development:

Standard 7: Management of Foodservice Systems

A dietitian applies principles of foodservice systems management in the provision of safe, nutritious food. This standard applies to all dietitians practicing in the area of foodservice management.

C = Competent: has the knowledge / skills required to provide competent, safe, professional service
D = Area for further development: would like to further enhance knowledge / skills

Essential Competencies

Competency 32. Applies principles of menu planning.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 32.1 | Plans and implements master menus that conform to consumer needs, nutrition requirements, esthetic characteristics of foods, available equipment, staff skill level and budget restrictions. | | |
| 32.2 | Evaluates menus based on established criteria. | | |

Competency 33. Applies principles of managing the purchasing process.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 33.1 | Evaluates products based on established criteria for customer acceptance, nutrition content, cost and quality. | | |
| 33.2 | Coordinates the purchasing, receiving, storage and issuing of food, beverages, small wares and equipment. | | |

Competency 34. Manages the production and distribution / service of quantity and quality food products.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 34.1 | Manages the production of products that meet established quality standards. <i>May include but is not limited to: standardized recipes, formulas, special diet products</i> | | |
| 34.2 | Manages food distribution and service ensuring accuracy, quality and portion control. | | |

Competency 35. Coordinates facility design and workflow.

| Performance Indicators | | C | D |
|------------------------|--|---|---|
| 35.1 | Analyzes and implements strategies for efficient workflow in facility layout and design. | | |
| 35.2 | Applies principles of ergonomics to workstation design. | | |
| 35.3 | Develops and implements work simplification and productivity strategies. | | |

Competency 36. Applies principles of managing workplace safety and sanitation.

| Performance Indicators | | C | D |
|------------------------|---|---|---|
| 36.1 | Develops and implements food safety and sanitation programs in compliance with government regulations. | | |
| 36.2 | Develops and implements employee safety / accident prevention programs in compliance with government regulations. | | |

Standard 7: Management of Foodservice Systems

Competency and performance indicator numbers identified for further development:

Standards 4 – 7: Area Selected for Further Development (Select 1)

| | | |
|---|--|-------------------------------------|
| This Continuing Competence Plan for 20 __ / 20 __ relates to: | <input type="checkbox"/> Standard 4: Client Care | Competency # _____ |
| | <input type="checkbox"/> Standard 5: Community and Population Health | Performance Indicator # _____ |
| | <input type="checkbox"/> Standard 6: Management of Organizations | (Refer to Part 2 – Self Assessment) |
| | <input type="checkbox"/> Standard 7: Management of Foodservice Systems | |

OR

If your practice profile does not fall within any of the four designated practice areas, as your second goal you *may* select a second area for further development from Standards 1 – 3.

| | | |
|---|--|-------------------------------------|
| This Continuing Competence Plan for 20 __ / 20 __ relates to: | <input type="checkbox"/> Standard 1: Professional Practice | Competency # _____ |
| | <input type="checkbox"/> Standard 2: Communication | Performance Indicator # _____ |
| | <input type="checkbox"/> Standard 3: Competence | (Refer to Part 2 – Self Assessment) |

PART 3 – Continuing Competence Plan

In this part of the Continuing Competence Program, members will develop their Continuing Competence Plan based on the Self Assessment completed in Part 2.

Section A: Continuing Competence Goals

Continuing Competence goals, or learning goals, are formulated based on learning needs identified in the self assessment process. Upon completion of the self assessment process, members will have selected one practice area for further development from Standards 1 – 3 and one from Standards 4 – 7 (unless your practice profile does not fall within one or more of the four designated practice areas; see pages 3-4). The next step is to write one Continuing Competence goal for each practice area selected for further development. The Continuing Competence Program Worksheets have been designed to guide members in the process of writing their competence goals as learning goals. Key things to remember are as follows:

- Goals must be completed within the Continuing Competence year
- Goals must be specific, clear and measurable – please choose one performance indicator for each goal
- Goals must relate to enhancing knowledge and skills in a specific area related to practice; goals should not relate to fulfilling job related duties or a task but should be learning goals (for example, leading a committee is a task related goal, not a learning goal).
- Goals are not based on waiting for an activity (for example a conference). The Continuing Competence Program is about having a **plan** to enhance learning and hence competence.

Section B: Competence Activities

Once Continuing Competence goals have been written, members should plan the activities they will undertake to reach each of their learning goals. It is recommended that members choose a variety of competence activities depending on their learning style and the goals that they have set. Competence activities may include but are not limited to the following:

- Journal club / study group
- Courses / residency
- Case studies / rounds
- Networking / discussion groups
- Development / delivery of presentations
- Self directed research / journal reviews
- Conferences / workshops / in-services
- Job shadowing
- Consultation with other health professionals / peers
- Work with college / professional association

An important element of the Continuing Competence Plan involves keeping track of competence activities and outcomes on a regular basis. To verify participation in competence activities related to each competence goal, include the following for each Continuing Competence Plan in your Workbook or personalized documentation:

- A list of completed activities and associated dates related to each goal
- Ensure that verification and supporting documentation are available in your files in the event of an audit

The program requires that members be able to provide documentation that demonstrates goals have been achieved. This can be done by retaining evidence of outcomes related to goals, such as samples of or references to presentations, recommendations, newly developed or revised materials or plans for a new program. **Participation in competence activities may be verified by retaining copies of certificates, programs, receipts or references to internet sites, journal articles, summaries of articles or other readings and / or other learning resources.**

Please do not submit verification and supporting documentation unless requested by the College. Verification and supporting documentation may be called in for review at any time by the College.

Section C: Evaluation: Reflection on learning and competence enhancement

After planning competence activities to achieve each of their learning goals, members are asked to consider the expected outcome of achieving their Continuing Competence goals. In determining how their practice will be affected or enhanced, members may find it helpful to consider the following in relation to each of their goals:

- Skills they will be able to demonstrate
- Their ability to act as a resource person
- Items they will have developed (presentations, resource materials etc)
- Reports they will have written
- Presentation they will have delivered
- Recommendations they will have been able to make

Each Continuing Competence Plan should be finalized upon completion of competence activities prior to the end of the membership/continuing competence year (usually by March). When completing the Evaluation: Reflection on learning and competence enhancement section online, members are asked to reflect on the impact that competence activities have had on their practice and enhancement of competence. To successfully complete this section ask yourself (and answer) the following questions:

- How did working on this performance indicator and goal influence your practice?
- How do you know you are more competent in your practice?
- What kinds of feedback have you received that helps you to know you are more competent, and from whom have you received the feedback?

When documenting reflections online, members should provide an overview of the new knowledge / skills acquired, how the knowledge / skill was applied in practice and how practice and competence as a Dietitian has been enhanced. The evaluation / reflection *does not* include statements about the potential or expected future impact of the activity on practice. The evaluation must demonstrate a reflection on the impact to current practice.

Continuing Competence Plan 1 (From Standards 1 – 3) 20__/20__ Worksheet

Section A: Continuing Competence Goal 1

| | | |
|---|---|---|
| This Continuing Competence Plan relates to: | <input type="checkbox"/> Standard 1: Professional Practice <input type="checkbox"/> Standard 2: Communication <input type="checkbox"/> Standard 3: Competence | Performance Indicator # _____ (Refer to Part 2 – Self Assessment) NOTE: If not currently in dietetic practice, your Continuing Competence Plan may focus on <i>Competency #11</i> |
|---|---|---|

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

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 |
|----------------|-------------------------|--------------|
| | | |
| | | |
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| | | |
| | | |

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 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).

(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 <input type="checkbox"/> Standard 2: Communication <input type="checkbox"/> Standard 3: Competence OR <input 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 | Performance Indicator # _____ * If your practice profile does not fall within any of the four designated practice areas, as your second goal you <i>may</i> select an additional area for further development from Standards 1 – 3. (Refer to Part 2 – Self Assessment) |
|---|---|---|

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

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 |
|----------------|-------------------------|--------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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 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).

Self Assessment and Continuing Competence Plan Forms for Restricted Activities

Members who are authorized to perform restricted activities must complete applicable self assessments and develop one Continuing Competence Plan for each restricted activity that they are authorized to perform.

For each restricted activity, there is a competency statement, performance indicators and related knowledge indicators. Following each statement, you will find columns that allow you to assess your practice and identify areas for further development. For each statement, check (✓) the column that is applicable to you.

Restricted Activity #1 – Insert or Remove Nasoenteric, or Gastrostomy and Jejunostomy Tubes in the Provision of Enteral Nutrition

C = Competent: has the knowledge / skills required to provide professional service
D = Area for further development: would like to further enhance knowledge / skills to become excellent

Essential Competencies

Competency 1: Demonstrates competency in the insertion and removal of nasoenteric, or gastrostomy and jejunostomy tubes in the provision of enteral nutrition.

| Performance Indicators | C | D |
|---|---|---|
| RA 1.1 Positions the client appropriately during insertion or removal of feeding tubes. | | |
| RA 1.2 Measures inserted tube to ensure proper placement. | | |
| RA 1.3 Checks for proper placement of feeding tube. | | |
| RA 1.4 Uses a clean technique during insertion or removal of feeding tubes. | | |
| RA 1.5 Ensures secure placement of feeding tubes (taping and stabilizing techniques). | | |
| RA 1.6 Identifies potential complications with feeding tube placement. | | |
| RA 1.7 Demonstrates and teaches proper care of insertion site and feeding tube care to client and family. | | |
| RA 1.8 Addresses client anxiety. | | |

Related Knowledge Indicators

| Demonstrates thorough knowledge of: | C | D |
|---|---|---|
| RA 1.a Anatomy and physiology of upper airway, nasal passages, GI tract | | |
| RA 1.b Physiology of normal swallowing and gag reflex | | |
| RA 1.c Theory behind and mechanism for enteral nutrition | | |
| RA 1.d Types of tubes and methods of insertion and removal | | |
| RA 1.e When to change tubes | | |
| RA 1.f Common and unusual patient responses to the treatment | | |
| RA 1.g Potential complications with tube placement | | |
| RA 1.h Universal precautions | | |
| RA 1.i Client restrictions that may preclude proper positioning of client | | |
| RA 1.j Any procedures or disease process that may preclude tube insertion | | |

Restricted Activity # 1:

Choose one of each: Competency, performance indicator and related knowledge indicator numbers identified for further development:

Restricted Activity #2 – Prescribe Parenteral Nutrition and Schedule 1 Drugs Included in the Provision of Parenteral Nutrition

C = Competent: has the knowledge / skills required to provide professional service
D = Area for further development: would like to further enhance knowledge / skills to become excellent

Essential Competencies

Competency 2: Demonstrates competency in prescribing parenteral nutrition and Schedule 1 Drugs included in parenteral nutrition.

| Performance Indicators | C | D |
|---|---|---|
| RA 2.1 Uses mathematical skills to calculate proper dosages. | | |
| RA 2.2 Anticipates problems and applies problem solving skills. | | |
| RA 2.3 Assesses client adaptation to parenteral nutrition. | | |
| RA 2.4 Uses proper equipment handling techniques. | | |
| RA 2.5 Alters management of parenteral nutrition in response to complications and / or lab results. | | |
| RA 2.6 Provides parenteral nutrition education to client and family. | | |

Related Knowledge Indicators

| Demonstrates thorough knowledge of: | C | D |
|---|---|---|
| RA 2.a Normal and therapeutic nutrition requirements, including fluid, macronutrient and micronutrient needs | | |
| RA 2.b How nutrition is generally affected by disease and the effects of PN complications | | |
| RA 2.c How medications can influence and interfere with nutritional requirements | | |
| RA 2.d A variety of medical, surgical and diagnostic procedures that affect or help to assess nutritional status | | |
| RA 2.e Diagnostic tests and ability to interpret implications of results for nutritional requirements of blood gases, microbiological and biochemical reports, and other diagnostic results | | |
| RA 2.f Actions, interactions, pharmacological mechanisms, side effects and adverse effects of drugs prescribed and / or compounded into PN | | |
| RA 2.g How the PN formulation can affect the metabolic condition of the patient | | |
| RA 2.h The drug schedules and where to access drug schedule information | | |

Restricted Activity # 2:

Choose one of each: Competency, performance indicator and related knowledge indicator numbers identified for further development:

Restricted Activity #3 – Prescribe or Administer Oral Diagnostic Imaging Contrast Agents in the Provision of a Video fluoroscopy

C = Competent: has the knowledge / skills required to provide professional service
D = Area for further development: would like to further enhance knowledge / skills to become excellent

Essential Competencies

Competency 3: Demonstrates competency in prescribing and administering oral diagnostic imaging contrast agents.

| Performance Indicators | C | D |
|---|---|---|
| RA 3.1 Assesses client tolerance for oral diagnostic imaging tests. | | |
| RA 3.2 Assesses client's cognitive ability to comply with test instructions. | | |
| RA 3.3 Takes appropriate actions for preventing / reducing radiation exposure. | | |
| RA 3.4 Ensures proper positioning of client. | | |
| RA 3.5 Monitors aspiration risk during oral diagnostic imaging tests on an ongoing basis. | | |
| RA 3.6 Interprets results of oral diagnostic imaging tests. | | |
| RA 3.7 Communicates with and reassures client during procedures. | | |
| RA 3.8 Communicates with team during procedures. | | |
| RA 3.9 Performs CPR if required. | | |

Related Knowledge Indicators

| Demonstrates thorough knowledge of: | C | D |
|--|---|---|
| RA 3.a Anatomy, physiology and normal mechanisms of swallowing | | |
| RA 3.b The range of swallowing difficulties | | |
| RA 3.c Disease processes resulting in swallowing difficulties and pathology | | |
| RA 3.d Cognitive and linguistic characteristics contributing to dysphagia | | |
| RA 3.e Risk factors associated with the procedure | | |
| RA 3.f Complications of the procedure | | |
| RA 3.g Proper positioning of patient for procedure | | |
| RA 3.h Radiological exposure / safety rules | | |
| RA 3.i Safe, appropriate levels of contrast agents | | |
| RA 3.j Pharmacological / chemical nature of contrast agent and possible side / adverse / interactive effects | | |

Restricted Activity # 3:

Choose one of each: Competency, performance indicator and related knowledge indicator numbers identified for further development:

Restricted Activity #4 – Provide Psychonutrition Therapy in the Treatment of Disordered Eating

C = Competent: has the knowledge / skills required to provide professional service
D = Area for further development: would like to further enhance knowledge / skills to become excellent

Essential Competencies

Competency 4: Demonstrates competency in psychosocial intervention in the treatment of disordered eating.

| Performance Indicators | C | D |
|---|---|---|
| RA 4.1 Demonstrates therapeutic listening skills. | | |
| RA 4.2 Conducts physical assessments. | | |
| RA 4.3 Applies skills in building therapeutic relationships. | | |
| RA 4.4 Prevents / manages transference and countertransference. | | |
| RA 4.5 Applies principles of behavior modification and desensitization therapy. | | |
| RA 4.6 Monitors client progress and detects high risk regressions (changes from stable to critical status). | | |
| RA 4.7 Manages the therapeutic relationship without encouraging dependency / confusing role boundaries on the part of the client. | | |

Related Knowledge Indicators

| Demonstrates thorough knowledge of: | C | D |
|---|---|---|
| RA 4.a The interaction of psychiatric and nutrition concepts of health and illness, both causes and manifestations of psychonutritional health problems | | |
| RA 4.b The interaction between internal medicine pathology and psychological pathology that manifests in nutrition problems | | |
| RA 4.c The signs, symptoms, and appropriate psychonutrition therapies for critical and unstable nutrition states that affect judgment, behaviour, capacity to recognize reality or ability to meet the ordinary demands of life | | |
| RA 4.d Eating disorders, malnutrition, refeeding syndrome, and Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) / Global Assessment of Functioning (GAF) diagnoses related to psychonutrition | | |
| RA 4.e Relevant diagnostic tests and interpretation of results | | |
| RA 4.f Patterns in the course of events for patients in these circumstances | | |
| RA 4.g The relevant roles of other members of the health care team in these services | | |
| RA 4.h Disordered eating patterns | | |

Restricted Activity # 4:

Choose one of each: Competency, performance indicator and related knowledge indicator numbers identified for further development:

Restricted Activity #5 – Distribute Drugs Regulated by the *Pharmaceutical Profession Act* in the Provision of Nutrition Support or Medical Nutrition Therapy

C = Competent: has the knowledge / skills required to provide professional service

D = Area for further development: would like to further enhance knowledge / skills to become excellent

Essential Competencies

Competency 5: Demonstrates competency in distributing Schedule 1 or 2 Drugs in the provision of nutrition support or medical nutrition therapy.

| Performance Indicators | C | D |
|---|---|---|
| RA 5.1 Assesses appropriateness / safety of drugs for sample distribution. | | |
| RA 5.2 Assesses client ability to understand and comply with instructions for drug use. | | |
| RA 5.3 Demonstrates administration of drugs. | | |
| RA 5.4 Educates client regarding the drug sample provided and its use. | | |
| RA 5.5 Instruct client in side and adverse effects related to the drug sample provided. | | |

Related Knowledge Indicators

| Demonstrates thorough knowledge of: | C | D |
|--|---|---|
| RA 5.a Awareness of which drug samples may be given out | | |
| RA 5.b Indications, contraindications, actions, interactions, side effects, adverse effects of drugs | | |
| RA 5.c Drug-drug and drug-food interactions | | |
| RA 5.d Importance of administration factors such as timing | | |
| RA 5.e Different types of drugs, e.g. different insulins | | |
| RA 5.f How to intervene with drug allergies | | |
| RA 5.g Client conditions, disease states / processes and pathology | | |
| RA 5.h Client situation with respect to diet, exercise and illness, which may influence required dose for sample | | |
| RA 5.i The drug schedules and where to access drug schedule information | | |

Restricted Activity # 5:

Choose one of each: Competency, performance indicator and related knowledge indicator numbers identified for further development:

Section A: Continuing Competence Goal 3

| | | |
|--|--|--|
| This Continuing Competence Plan relates to my authorization: | <ul style="list-style-type: none"> <input type="checkbox"/> To insert or remove nasogastric, gastrostomy and jejunostomy tubes when providing nutrition support. <input type="checkbox"/> To prescribe parenteral nutrition, including schedule 1 drugs, when providing nutrition support. <input type="checkbox"/> To prescribe and/or administer oral diagnostic imaging contrast agents during a videofluoroscopic swallowing study when providing medical nutrition therapy. <input type="checkbox"/> To perform a psychosocial intervention when providing psychonutrition therapy in the treatment of disordered eating. <input type="checkbox"/> To distribute drugs regulated by a schedule to the <i>Pharmaceutical Profession Act</i>, according to a prescription when providing nutrition support or medical nutrition therapy. | Performance Indicator # ____ Related Knowledge # ____ (Refer to Self Assessment) |
|--|--|--|

Specific to the noted performance and knowledge indicators, this is what I would like to learn related to my practice:

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 |
|----------------|-------------------------|--------------|
| | | |
| | | |
| | | |
| | | |

Section C: Evaluation: Reflection on learning and competence enhancement

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

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Developed program/process/product <input type="checkbox"/> Enhanced accountability <input type="checkbox"/> Enhanced critical thinking/decision making <input type="checkbox"/> Improved communication skills | <ul style="list-style-type: none"> <input type="checkbox"/> Improved work environment <input type="checkbox"/> Increased confidence <input type="checkbox"/> Increased knowledge/skill/competence |
|---|--|

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).

Section A: Continuing Competence Goal 4

| | | |
|--|--|--|
| This Continuing Competence Plan relates to my authorization: | <ul style="list-style-type: none"> <input type="checkbox"/> To insert or remove nasogastric, gastrostomy and jejunostomy tubes when providing nutrition support. <input type="checkbox"/> To prescribe parenteral nutrition, including schedule 1 drugs, when providing nutrition support. <input type="checkbox"/> To prescribe and/or administer oral diagnostic imaging contrast agents during a videofluoroscopic swallowing study when providing medical nutrition therapy. <input type="checkbox"/> To perform a psychosocial intervention when providing psychonutrition therapy in the treatment of disordered eating. <input type="checkbox"/> To distribute drugs regulated by a schedule to the <i>Pharmaceutical Profession Act</i>, according to a prescription when providing nutrition support or medical nutrition therapy. | Performance Indicator # ____ Related Knowledge # ____ (Refer to Self Assessment) |
|--|--|--|

Specific to the noted performance and knowledge indicators, this is what I would like to learn related to my practice:

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 |
|----------------|-------------------------|--------------|
| | | |
| | | |
| | | |
| | | |

Section C: Evaluation: Reflection on learning and competence enhancement

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

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Developed program/process/product <input type="checkbox"/> Enhanced accountability <input type="checkbox"/> Enhanced critical thinking/decision making <input type="checkbox"/> Improved communication skills | <ul style="list-style-type: none"> <input type="checkbox"/> Improved work environment <input type="checkbox"/> Increased confidence <input type="checkbox"/> Increased knowledge/skill/competence |
|---|--|

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).

Section A: Continuing Competence Goal 5

| | | |
|--|--|--|
| This Continuing Competence Plan relates to my authorization: | <ul style="list-style-type: none"> <input type="checkbox"/> To insert or remove nasogastric, gastrostomy and jejunostomy tubes when providing nutrition support. <input type="checkbox"/> To prescribe parenteral nutrition, including schedule 1 drugs, when providing nutrition support. <input type="checkbox"/> To prescribe and/or administer oral diagnostic imaging contrast agents during a videofluoroscopic swallowing study when providing medical nutrition therapy. <input type="checkbox"/> To perform a psychosocial intervention when providing psychonutrition therapy in the treatment of disordered eating. <input type="checkbox"/> To distribute drugs regulated by a schedule to the <i>Pharmaceutical Profession Act</i>, according to a prescription when providing nutrition support or medical nutrition therapy. | Performance Indicator # ____ Related Knowledge # ____ (Refer to Self Assessment) |
|--|--|--|

Specific to the noted performance and knowledge indicators, this is what I would like to learn related to my practice:

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 |
|----------------|-------------------------|--------------|
| | | |
| | | |
| | | |
| | | |

Section C: Evaluation: Reflection on learning and competence enhancement

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

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Developed program/process/product <input type="checkbox"/> Enhanced accountability <input type="checkbox"/> Enhanced critical thinking/decision making <input type="checkbox"/> Improved communication skills | <ul style="list-style-type: none"> <input type="checkbox"/> Improved work environment <input type="checkbox"/> Increased confidence <input type="checkbox"/> Increased knowledge/skill/competence |
|---|--|

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).

Section A: Continuing Competence Goal 6

| | | |
|--|--|--|
| This Continuing Competence Plan relates to my authorization: | <ul style="list-style-type: none"> <input type="checkbox"/> To insert or remove nasogastric, gastrostomy and jejunostomy tubes when providing nutrition support. <input type="checkbox"/> To prescribe parenteral nutrition, including schedule 1 drugs, when providing nutrition support. <input type="checkbox"/> To prescribe and/or administer oral diagnostic imaging contrast agents during a videofluoroscopic swallowing study when providing medical nutrition therapy. <input type="checkbox"/> To perform a psychosocial intervention when providing psychonutrition therapy in the treatment of disordered eating. <input type="checkbox"/> To distribute drugs regulated by a schedule to the <i>Pharmaceutical Profession Act</i>, according to a prescription when providing nutrition support or medical nutrition therapy. | Performance Indicator # ____ Related Knowledge # ____ (Refer to Self Assessment) |
|--|--|--|

Specific to the noted performance and knowledge indicators, this is what I would like to learn related to my practice:

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 |
|----------------|-------------------------|--------------|
| | | |
| | | |
| | | |
| | | |

Section C: Evaluation: Reflection on learning and competence enhancement

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

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Developed program/process/product <input type="checkbox"/> Enhanced accountability <input type="checkbox"/> Enhanced critical thinking/decision making <input type="checkbox"/> Improved communication skills | <ul style="list-style-type: none"> <input type="checkbox"/> Improved work environment <input type="checkbox"/> Increased confidence <input type="checkbox"/> Increased knowledge/skill/competence |
|---|--|

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).
