



**COLLEGE OF DIETITIANS
OF ALBERTA**

**Continuing Competence Program Workbook
(PDF version)**

revised for 2018/2019 registration year

Program Requirements

To maintain registration with the College, Registered Dietitians and Registered Nutritionists must participate in the mandatory Continuing Competence Program of the College. The program is designed to ensure regulated members remain competent and provide safe, ethical service that meets or exceeds professional standards. The Continuing Competence Program is flexible, outcome-based and designed to support the professional growth and development of members in a way that enhances their career and personal goals.

All members must complete a minimum of two Learning Plans each year. In addition to the program requirements for Learning Plans 1 and 2, dietitians who are authorized to perform restricted activities must also develop one Learning Plan for each restricted activity that they are authorized to perform.

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

The Continuing Competence Program (CCP) Workbook is an essential tool for identifying and documenting your self-assessment, setting learning goals, documenting completed learning activities, and identifying the benefits to your practice. The College encourages all members to use this resource when completing their CCP each year.

**All Members should complete pages 3-27.
Members with Restricted Activities should also complete pages 28-38.**

You may choose to print only the pages required for your annual CCP using the page ranges above.

The Continuing Competence Program Workbook consists of 3 parts:

Part 1 – Practice Profile Reflection and Professional Portfolio

All members – page 3-4

Members are encouraged to keep on file a current practice portfolio which includes a current resume/CV, a compilation of professional achievements and accomplishments, a completed CCP Workbook, and copies of all records/verification documentation of learning activities. In the case of a CCP audit, a portfolio facilitates retrieval of documents essential for submission to the College office. The professional portfolio will also assist in your reflection on learning outcomes and impacts to practice at the end of the CCP year (during registration renewal).

Part 2 – Self-Assessment

All members – pages 5-22
Restricted Activities – pages 28-34

The first portion of the self-assessment tool is based on the *Integrated Competencies for Dietetic Education and Practice*, and is designed to assist members in identifying their learning needs and to document opportunities to develop and improve various aspects of their practice.

For convenience and ease of use, the practice competencies are organized within a framework consisting of five broad areas of practice:

1. Professional Practice
2. Communication and Collaboration
3. Nutrition Care
4. Population and Public Health
5. Management

Within the areas of practice, the *Integrated Competencies* consist of an interrelated set of practice competencies and performance indicators.

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

- (1) Complete the self-assessment for **all** practice competencies.
- (2) Develop **two** Learning Plans based on the priority focus identified in the self-assessment.

Please note that you may choose an indicator for further learning that is not within your specific practice area. The College encourages members to think broadly about the learning needs that will most benefit their unique practice. When completing the self-assessment, following each indicator you will find columns that allow you to identify any learning needs and to identify which indicators you will focus your learning around. For each indicator, note your learning needs and check if it will be an area of focus for you for the year. (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.)

Restricted Activity self-assessment indicators have not changed, however, members will notice that the format for self-assessment is in line with the new process, as above.

Part 3 – Learning Plan Worksheets

All members – pages 24-27
Restricted Activities – pages 35-38

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

The learning plan helps members define learning objectives and goals and identify activities to achieve them. Specifically, it will ask you to identify: the indicator chosen; the learning objective; why the learning objective is important to your practice; what the anticipated benefit to your practice is; learning activities (and dates completed); and an evaluation of your learning, prior to beginning the assessment of your practice for the next membership year. The information from these Worksheets is compiled as one online entry entered during registration renewal as your “Reflection” ([see online submission tips for help on reflection writing](#)).

Part 1 – Practice Profile Reflection

20 _____ / 20 _____

The practice profile reflection gives the RD the chance to reflect on their practice role, challenges and changes that will affect current and future competence. Complete the practice profile questions below with the intention of using it to help you reflect on the Self-Assessment:

What is your job title:

Describe your unique professional role(s):

Describe your practice setting(s):

Describe your clients (or intended service users) and their needs:

Clients refer to an individual, family, substitute decision-maker, team members, group, agency, government, employer, employee, business, organization, or community who is the direct or indirect recipient(s) of the Registered Dietitian's expertise.¹

Describe your own unique specialized knowledge and/or areas of expertise (can be within your role, or complementary knowledge/expertise that supports your professional practice):

Describe the trends (short and long term), challenges, changes and/or risks in your practice role/setting/clientele that will have an impact on how you practice, on your competence and/or your learning needs now or in the future (think professionally, in society and/or environmentally):

¹ Adapted from College of Dietitians of Alberta (2007). *Code of Ethics*. Available at: <http://collegeofdietitians.ab.ca/wp-content/uploads/2017/01/Code-of-Ethics-Master-revised-April-2008.pdf>

Describe your professional areas of interest (think broadly):

Based on my clients, the trends, the challenges, my expertise and interests, what knowledge and skills do I need to stay current in my practice?

Contemplate these notes as you work through the Self-Assessment process.

Area of Competence # 1: Professional Practice

Demonstrate professionalism.

Competency 1.01: Comply with federal and provincial / territorial requirements relevant to dietetic practice.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of federal legislation, regulations and policies applicable to practice.		<input type="checkbox"/>
b. Recognize non-compliance with federal legislation, regulations and policies.		<input type="checkbox"/>
c. Demonstrate knowledge of provincial / territorial legislation, regulations and policies applicable to practice.		<input type="checkbox"/>
d. Recognize non-compliance with provincial / territorial legislation, regulations, and policies.		<input type="checkbox"/>
e. Identify federal and provincial / territorial requirements relevant to practice setting.		<input type="checkbox"/>
f. Comply with applicable legislation, regulations, and policies.		<input type="checkbox"/>

Competency 1.02: Comply with regulatory requirements relevant to dietetic practice.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of bylaws and regulations relevant to practice.		<input type="checkbox"/>
b. Recognize non-compliance with bylaws and regulations.		<input type="checkbox"/>
c. Demonstrate knowledge of regulatory scope of practice, standards of practice and codes of ethics.		<input type="checkbox"/>
d. Recognize non-compliance with regulatory scope of practice, standards of practice and code of ethics.		<input type="checkbox"/>
e. Identify regulatory requirements relevant to practice setting.		<input type="checkbox"/>
f. Comply with applicable regulatory requirements.		<input type="checkbox"/>
g. Demonstrate knowledge of principles of confidentiality and privacy.		<input type="checkbox"/>
h. Demonstrate knowledge of scenarios on non-compliance with confidentiality and privacy requirements.		<input type="checkbox"/>
i. Maintain client confidentiality and privacy.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
j. Demonstrate knowledge of principles of informed consent.		<input type="checkbox"/>
k. Demonstrate knowledge of methods to obtain informed consent.		<input type="checkbox"/>
l. Ensure informed consent.		<input type="checkbox"/>
m. Demonstrate knowledge of the elements of professional boundaries.		<input type="checkbox"/>
n. Recognize non-compliance with professional boundaries.		<input type="checkbox"/>

Competency 1.03: Practice according to organizational requirements.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of the role and features of job descriptions.		<input type="checkbox"/>
b. Provide services in compliance with designated role within practice setting.		<input type="checkbox"/>
c. Demonstrate knowledge of policies and directives specific to practice setting.		<input type="checkbox"/>
d. Comply with applicable policies and directives.		<input type="checkbox"/>

Competency 1.04: Practice within limits of individual level of professional knowledge and skills.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of principles of reflective practice.		<input type="checkbox"/>
b. Reflect upon and articulate individual level of professional knowledge and skills.		<input type="checkbox"/>
c. Recognize situations which are beyond personal capacity.		<input type="checkbox"/>
d. Address situations beyond personal capacity by consultation, referral, or further learning.		<input type="checkbox"/>

Competency 1.05: Address professional development needs.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of principles of self-assessment and learning plan development.		<input type="checkbox"/>
b. Self-assess to identify learning needs.		<input type="checkbox"/>
c. Develop and pursue a learning plan.		<input type="checkbox"/>
d. Integrate learning into practice.		<input type="checkbox"/>

Competency 1.06: Use a systematic approach to decision making.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of the role of ethics, evidence, contextual factors and client perspectives in decision making.		<input type="checkbox"/>
b. Demonstrate knowledge of ethical principles for decision making.		<input type="checkbox"/>
c. Demonstrate knowledge of approaches to obtain and interpret evidence to inform decision making.		<input type="checkbox"/>
d. Demonstrate knowledge of contextual factors that may influence decision making.		<input type="checkbox"/>
e. Obtain and interpret evidence.		<input type="checkbox"/>
f. Apply ethical principles.		<input type="checkbox"/>
g. Demonstrate knowledge of the rationale for and methods of including the client in decision making.		<input type="checkbox"/>
h. Make and justify decisions in consideration of ethics, evidence, contextual factors and client perspectives.		<input type="checkbox"/>
i. Take responsibility for decisions and actions.		<input type="checkbox"/>

Competency 1.07: Maintain a client-centered focus.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of the legal and moral basis for respecting individual rights, dignity and uniqueness.		<input type="checkbox"/>
b. Respect client rights, dignity and uniqueness.		<input type="checkbox"/>
c. Determine client perspectives and needs.		<input type="checkbox"/>
d. Integrate client perspectives and needs into practice activities.		<input type="checkbox"/>
e. Identify services and resources relevant to client needs.		<input type="checkbox"/>

Competency 1.08: Manage time and workload effectively.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of principles for managing time and workload.		<input type="checkbox"/>
b. Prioritize professional activities and meet deadlines.		<input type="checkbox"/>

Competency 1.09: Use technologies to support practice.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of communication technologies relevant to practice, and their appropriate uses.		<input type="checkbox"/>
b. Use technology to communicate.		<input type="checkbox"/>
c. Demonstrate knowledge of technologies to seek and manage information relevant to practice, and their appropriate uses.		<input type="checkbox"/>
d. Use technology to seek and manage information.		<input type="checkbox"/>
e. Demonstrate knowledge of technological applications used in practice settings.		<input type="checkbox"/>
f. Use technological applications in practice.		<input type="checkbox"/>

Competency 1.10: Ensure appropriate and secure documentation.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of documentation principles.		<input type="checkbox"/>
b. Document relevant information accurately and completely, in a timely manner.		<input type="checkbox"/>
c. Demonstrate knowledge of principles of security and access.		<input type="checkbox"/>
d. Maintain security and confidentiality of records.		<input type="checkbox"/>
e. Identify organizational requirements for record keeping.		<input type="checkbox"/>
f. Demonstrate knowledge of legal requirements for record keeping.		<input type="checkbox"/>
g. Document in accordance with legal and organizational requirements.		<input type="checkbox"/>

Competency 1.11: Assess and enhance approaches to dietetic practice.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of the role of evidence, self-reflection, and consultation in assessing effectiveness of approaches to practice.		<input type="checkbox"/>
b. Demonstrate knowledge of sources of evidence to assess effectiveness of approaches to practice.		<input type="checkbox"/>
c. Assess effectiveness of practice activities.		<input type="checkbox"/>
d. Recognize the importance of new knowledge to support or enhance practice.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
e. Seek new knowledge that may support or enhance practice activities.		<input type="checkbox"/>
f. Propose modifications to increase the effectiveness of practice activities.		<input type="checkbox"/>

Competency 1.12: Contribute to advocacy efforts related to nutrition and health.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of principles of advocacy.		<input type="checkbox"/>
b. Identify advocacy opportunities and activities in dietetic practice.		<input type="checkbox"/>
c. Identify opportunities for advocacy relevant to practice setting.		<input type="checkbox"/>

Competency 1.13: Participate in practice-based research.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of research and evaluation principles.		<input type="checkbox"/>
b. Identify research questions, methods, and ethical procedures related to dietetic practice.		<input type="checkbox"/>
c. Source, critically appraise and interpret literature relevant to a research question.		<input type="checkbox"/>
d. Summarize and communicate research information.		<input type="checkbox"/>

Area of Competence # 1: Professional Practice

Thoughts / reflections on Area of Competence #1:

Area of Competence # 2: Communication and Collaboration
Communicate effectively and practice collaboratively.

Competency 2.01: Select appropriate communication approaches.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of opportunities for and barriers to communication.		<input type="checkbox"/>
b. Identify opportunities for and barriers to communication relevant to practice setting.		<input type="checkbox"/>
c. Demonstrate knowledge of communication techniques, and their appropriate uses.		<input type="checkbox"/>
d. Use appropriate communication technique(s).		<input type="checkbox"/>
e. Demonstrate knowledge of medical and dietetics-related terminology.		<input type="checkbox"/>
f. Demonstrate knowledge of practice-setting-related terminology.		<input type="checkbox"/>
g. Use appropriate terminology.		<input type="checkbox"/>

Competency 2.02: Use effective written communication skills.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of ways to determine written communication needs of the reader.		<input type="checkbox"/>
b. Demonstrate knowledge of the elements of effective written material.		<input type="checkbox"/>
c. Edit written material for style, spelling and grammar.		<input type="checkbox"/>
d. Write clearly and concisely, in a manner responsive to the needs of the reader(s).		<input type="checkbox"/>
e. Write in an organized and logical fashion.		<input type="checkbox"/>
f. Provide accurate and relevant information in written material.		<input type="checkbox"/>
g. Ensure that written material facilitates communication.		<input type="checkbox"/>

Competency 2.03: Use effective oral communication skills.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of elements of effective oral communication.		<input type="checkbox"/>
b. Speak clearly and concisely, in a manner responsive to the needs of the listener(s).		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
c. Demonstrate knowledge of the impact of tone of voice and body language on the communication process.		<input type="checkbox"/>
d. Use appropriate tone of voice and body language.		<input type="checkbox"/>
e. Recognize and respond appropriately to non-verbal communication.		<input type="checkbox"/>

Competency 2.04: Use effective interpersonal skills.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of principles of active listening.		<input type="checkbox"/>
b. Utilize active listening.		<input type="checkbox"/>
c. Demonstrate knowledge of ways to engage in respectful communication.		<input type="checkbox"/>
d. Communicate in a respectful manner.		<input type="checkbox"/>
e. Demonstrate knowledge of ways to communicate empathically.		<input type="checkbox"/>
f. Demonstrate empathy.		<input type="checkbox"/>
g. Demonstrate knowledge of ways to establish rapport in communication.		<input type="checkbox"/>
h. Establish rapport.		<input type="checkbox"/>
i. Demonstrate knowledge of counselling principles.		<input type="checkbox"/>
j. Apply counselling principles.		<input type="checkbox"/>
k. Demonstrate knowledge of principles of negotiation and conflict management.		<input type="checkbox"/>
l. Apply principles of negotiation and conflict management.		<input type="checkbox"/>
m. Demonstrate knowledge of effective ways to give and receive feedback.		<input type="checkbox"/>
n. Seek, respond to and provide feedback.		<input type="checkbox"/>

Competency 2.05: Contribute to the learning of others.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Recognize opportunities to contribute to the learning of others.		<input type="checkbox"/>
b. Demonstrate knowledge of ways to assess the prior knowledge and learning needs of others.		<input type="checkbox"/>
c. Assess the prior knowledge and learning needs of others.		<input type="checkbox"/>
d. Demonstrate knowledge of educational strategies relevant to practice, and their appropriate uses.		<input type="checkbox"/>
e. Select and implement appropriate educational strategies.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
f. Demonstrate knowledge of learning resources, and their appropriate use in practice.		<input type="checkbox"/>
g. Select learning resources.		<input type="checkbox"/>
h. Demonstrate knowledge of ways to develop learning resources.		<input type="checkbox"/>
i. Develop learning resources.		<input type="checkbox"/>
j. Demonstrate knowledge of ways to establish and assess learning outcomes.		<input type="checkbox"/>
k. Establish and assess learning outcomes.		<input type="checkbox"/>
l. Demonstrate knowledge of ways to develop and deliver effective group educational sessions.		<input type="checkbox"/>
m. Deliver group educational sessions.		<input type="checkbox"/>

Competency 2.06: Contribute productively to teamwork and collaborative processes.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of scenarios where dietetics knowledge is a key element in health care delivery.		<input type="checkbox"/>
b. Demonstrate knowledge of ways to effectively contribute dietetics knowledge in collaborative practice.		<input type="checkbox"/>
c. Contribute dietetics knowledge in collaborative practice.		<input type="checkbox"/>
d. Demonstrate knowledge of scenarios where the expertise of other health care providers is a key element in dietetic practice.		<input type="checkbox"/>
e. Identify ways to draw upon the expertise of others.		<input type="checkbox"/>
f. Draw upon the expertise of others.		<input type="checkbox"/>
g. Contribute to shared decision making.		<input type="checkbox"/>
h. Demonstrate knowledge of principles of teamwork and collaboration.		<input type="checkbox"/>
i. Facilitate interactions and discussions among team members.		<input type="checkbox"/>

Area of Competence # 2: Communication and Collaboration

Thoughts / reflections on Area of Competence #2:

Area of Competence # 3: Nutrition Care

Provide services to meet the nutrition-care needs of individuals.

Competency 3.01: Assess nutrition-related risks and needs.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of principles for selection and use of nutrition risk screening strategies.		<input type="checkbox"/>
b. Use appropriate nutrition risk screening strategies.		<input type="checkbox"/>
c. Demonstrate knowledge of ways to identify relevant data to perform a nutrition assessment.		<input type="checkbox"/>
d. Identify relevant assessment data to collect.		<input type="checkbox"/>
e. Demonstrate knowledge of methods to obtain perspective of client, family and / or relevant others.		<input type="checkbox"/>
f. Obtain perspective of client, family or relevant others.		<input type="checkbox"/>
g. Demonstrate knowledge of principles for obtaining and interpreting a medical history.		<input type="checkbox"/>
h. Identify principles for selection of relevant medical information.		<input type="checkbox"/>
i. Obtain and interpret medical history.		<input type="checkbox"/>
j. Demonstrate knowledge of ways to obtain and interpret demographic, psycho-social and health behaviour history.		<input type="checkbox"/>
k. Demonstrate knowledge of principles for selection of relevant demographic, psycho-social and health behaviour data.		<input type="checkbox"/>
l. Obtain and interpret demographic, psycho-social and health behaviour history.		<input type="checkbox"/>
m. Demonstrate knowledge of principles for obtaining and interpreting food and nutrient intake data.		<input type="checkbox"/>
n. Obtain and interpret food and nutrient intake data.		<input type="checkbox"/>
o. Demonstrate knowledge of principles to identify food and nutrition related learning needs of clients.		<input type="checkbox"/>
p. Identify client learning needs related to food and nutrition.		<input type="checkbox"/>
q. Demonstrate knowledge of principles for obtaining and interpreting anthropometric data.		<input type="checkbox"/>
r. Obtain and interpret anthropometric data.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
s. Demonstrate knowledge of ways to obtain and interpret biochemical and medical test / procedure data.		<input type="checkbox"/>
t. Demonstrate knowledge of principles to identify relevant biochemical and medical test / procedure data.		<input type="checkbox"/>
u. Obtain and interpret biochemical data and results from medical tests and procedures.		<input type="checkbox"/>
v. Demonstrate knowledge of ways to obtain and interpret information from mealtime / feeding observations.		<input type="checkbox"/>
w. Obtain and interpret information from mealtime / feeding observations.		<input type="checkbox"/>
x. Identify signs and symptoms of nutrient deficiencies or excesses.		<input type="checkbox"/>
y. Demonstrate knowledge of ways to obtain and interpret nutrition-focused physical observation data.		<input type="checkbox"/>
z. Obtain and interpret nutrition-focused physical observation data.		<input type="checkbox"/>
aa. Identify signs and symptoms of dysphagia.		<input type="checkbox"/>
bb. Demonstrate knowledge of principles for swallowing assessment.		<input type="checkbox"/>
cc. Identify chewing, swallowing and feeding problems.		<input type="checkbox"/>
dd. Demonstrate knowledge of selection and use of methods used to determine energy, protein, fluid, macronutrient, micronutrient, electrolyte and trace element requirements.		<input type="checkbox"/>
ee. Perform calculations to determine nutritional requirements.		<input type="checkbox"/>
ff. Determine client nutritional requirements.		<input type="checkbox"/>
gg. Identify methods to integrate assessment findings and identify nutrition problems.		<input type="checkbox"/>
hh. Integrate assessment findings to identify nutrition problem(s).		<input type="checkbox"/>

Competency 3.02: Develop nutrition care plans.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of principles for prioritization of nutrition care goals based on risk and available resources.		<input type="checkbox"/>
b. Prioritize nutrition care goals based upon risk and available resources.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
c. Demonstrate knowledge of ways to identify and select appropriate nutrition interventions.		<input type="checkbox"/>
d. Select appropriate nutrition interventions.		<input type="checkbox"/>
e. Demonstrate knowledge of ways to identify and select appropriate textural and therapeutic diet modifications.		<input type="checkbox"/>
f. Select appropriate textural and therapeutic diet modifications.		<input type="checkbox"/>
g. Demonstrate knowledge of principles for development and modification of meal plans.		<input type="checkbox"/>
h. Develop or modify meal plans.		<input type="checkbox"/>
i. Demonstrate knowledge of principles for supplement selection and use.		<input type="checkbox"/>
j. Determine supplementation needs.		<input type="checkbox"/>
k. Demonstrate knowledge of principles of enteral nutrition.		<input type="checkbox"/>
l. Demonstrate knowledge of methods for designing enteral feeding regimens.		<input type="checkbox"/>
m. Calculate enteral nutrition regimen requirements.		<input type="checkbox"/>
n. Design enteral feeding regimens.		<input type="checkbox"/>
o. Demonstrate knowledge of principles of parenteral nutrition.		<input type="checkbox"/>
p. Demonstrate knowledge of methods for designing parenteral feeding regimens.		<input type="checkbox"/>
q. Calculate parenteral nutrition regimen requirements.		<input type="checkbox"/>
r. Design parenteral feeding regimens.		<input type="checkbox"/>
s. Demonstrate knowledge of principles for development of a client support plan.		<input type="checkbox"/>
t. Develop client support plan.		<input type="checkbox"/>
u. Demonstrate knowledge of principles for development of a client education plan.		<input type="checkbox"/>
v. Develop client education plan.		<input type="checkbox"/>
w. Demonstrate knowledge of strategies for monitoring and assessment of nutrition care plan outcomes.		<input type="checkbox"/>
x. Select strategies to monitor and assess nutrition care plan outcomes.		<input type="checkbox"/>

Competency 3.03: Manage implementation of nutrition care plans.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Identify ways to implement nutrition interventions.		<input type="checkbox"/>
b. Implement nutrition interventions.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
c. Identify the roles of team members in supporting the implementation of a care plan.		<input type="checkbox"/>
d. Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others.		<input type="checkbox"/>
e. Coordinate implementation of care plan with client, interprofessional team and relevant others.		<input type="checkbox"/>
f. Provide nutrition education and counselling.		<input type="checkbox"/>

Competency 3.04: Evaluate and modify nutrition care plan as appropriate.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Evaluate client progress in achieving plan outcomes.		<input type="checkbox"/>
b. Identify factors impacting the achievement of outcomes.		<input type="checkbox"/>
c. Identify necessary changes to nutrition care plan.		<input type="checkbox"/>
d. Implement changes to nutrition care plan.		<input type="checkbox"/>

Area of Competence # 3: Nutrition Care

Thoughts / reflections on Area of Competence #3:

Area of Competence # 4: Population and Public Health
Promote the nutrition health of groups, communities and populations.

Competency 4.01: Assess food and nutrition related issues of groups, communities and populations.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of types and sources of information to assess food and nutrition-related issues of groups, communities and populations.		<input type="checkbox"/>
b. Identify information needed to assess food and nutrition-related issues of a group, community or population.		<input type="checkbox"/>
c. Demonstrate knowledge of ways to determine key stakeholders and obtain relevant information.		<input type="checkbox"/>
d. Obtain and interpret stakeholder perspective.		<input type="checkbox"/>
e. Demonstrate knowledge of sources of and methods to obtain food and nutrition surveillance, monitoring and intake data.		<input type="checkbox"/>
f. Obtain and interpret food and nutrition surveillance, monitoring and intake data.		<input type="checkbox"/>
g. Demonstrate knowledge of sources of and methods to obtain health status data.		<input type="checkbox"/>
h. Obtain and interpret health status data.		<input type="checkbox"/>
i. Demonstrate knowledge of sources of and methods to obtain information relating to the determinants of health.		<input type="checkbox"/>
j. Obtain and interpret information relating to the determinants of health.		<input type="checkbox"/>
k. Demonstrate knowledge of sources of and methods to obtain information related to food systems and food practices.		<input type="checkbox"/>
l. Obtain and interpret information related to food systems and food practices.		<input type="checkbox"/>
m. Demonstrate knowledge of group, community and population assets and resources.		<input type="checkbox"/>
n. Identify relevant group, community or population assets and resources.		<input type="checkbox"/>
o. Demonstrate knowledge of methods to integrate assessment data to establish priorities for population health approaches related to food and nutrition.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
p. Integrate assessment findings to identify priorities for population health approaches related to food and nutrition.		<input type="checkbox"/>

Competency 4.02: Develop population health plan.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of ways to establish appropriate goals and objectives for population health related to food and nutrition.		<input type="checkbox"/>
b. Identify goals and objectives for population health related to food and nutrition.		<input type="checkbox"/>
c. Demonstrate knowledge of principles to establish strategies and action plans to meet population health goals and objectives.		<input type="checkbox"/>
d. Identify appropriate strategies to meet goals and objectives for population health.		<input type="checkbox"/>
e. Develop action plan for population health.		<input type="checkbox"/>
f. Demonstrate knowledge of monitoring approaches related to population health.		<input type="checkbox"/>
g. Identify strategies and timelines to monitor and evaluate effectiveness of action plan.		<input type="checkbox"/>

Competency 4.03: Implement population health plan.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of ways to coordinate and deliver population health activities.		<input type="checkbox"/>
b. Contribute to the coordination and delivery of population health activities related to food and nutrition.		<input type="checkbox"/>

Competency 4.04: Evaluate and modify population health plan as appropriate.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of processes and outcomes used to evaluate the effectiveness of population health activities.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
b. Contribute to evaluating the effectiveness of population health activities for a group, community or population.		<input type="checkbox"/>
c. Propose modifications to population health activities to increase effectiveness.		<input type="checkbox"/>

Area of Competence # 4: Population and Public Health

Thoughts / reflections on Area of Competence #4:

Area of Competence # 5: Management

Manage programs, projects and services related to dietetics.

Competency 5.01: Assess strengths and needs of programs and services related to dietetics.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of strategic and operational planning principles.		<input type="checkbox"/>
b. Utilize strategic and operational planning principles to analyze goals, objectives and activities of programs or services related to dietetics.		<input type="checkbox"/>
c. Demonstrate knowledge of assessment strategies and information sources.		<input type="checkbox"/>
d. Identify relevant assessment information.		<input type="checkbox"/>
e. Demonstrate knowledge of ways to identify and obtain relevant information from key stakeholders.		<input type="checkbox"/>
f. Obtain and interpret stakeholder perspective.		<input type="checkbox"/>
g. Demonstrate knowledge of ways to report budgetary and financial management information.		<input type="checkbox"/>
h. Obtain and interpret financial information.		<input type="checkbox"/>
i. Demonstrate knowledge of sources of standards and compliance data.		<input type="checkbox"/>
j. Obtain and interpret relevant standards and compliance information.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
k. Demonstrate knowledge of sources of nutritional, cultural, physical and other demographic client information.		<input type="checkbox"/>
l. Obtain and interpret nutritional, cultural, physical and other demographic client information.		<input type="checkbox"/>
m. Demonstrate knowledge of sources of stakeholder satisfaction information.		<input type="checkbox"/>
n. Obtain and interpret stakeholder satisfaction information.		<input type="checkbox"/>
o. Demonstrate knowledge of ways to report human resource management information.		<input type="checkbox"/>
p. Obtain and interpret human resource information.		<input type="checkbox"/>
q. Demonstrate knowledge of sources of technical / equipment resource information.		<input type="checkbox"/>
r. Obtain and interpret technical / equipment information.		<input type="checkbox"/>
s. Demonstrate knowledge of principles to evaluate effectiveness in achieving goals and objectives.		<input type="checkbox"/>
t. Analyze or integrate information to develop goals and objectives for food and nutrition services and programs.		<input type="checkbox"/>

Competency 5.02: Manage programs and projects.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of ways to define goals and objectives for programs and projects.		<input type="checkbox"/>
b. Identify appropriate goals and objectives for a program or project.		<input type="checkbox"/>
c. Identify strategies to meet goals and objectives for a program or project.		<input type="checkbox"/>
d. Demonstrate knowledge of typical components of an action plan for a program or project.		<input type="checkbox"/>
e. Develop an action plan for a program or project.		<input type="checkbox"/>
f. Demonstrate knowledge of ways to establish a program or project budget.		<input type="checkbox"/>
g. Develop a budget for a program or project.		<input type="checkbox"/>
h. Demonstrate knowledge of responsibilities of a program or project manager.		<input type="checkbox"/>
i. Contribute to a marketing plan for a program, event, or product.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
j. Coordinate implementation of an action plan for a program or project.		<input type="checkbox"/>
k. Demonstrate knowledge of information needs and orientation strategies for staff and volunteers.		<input type="checkbox"/>
l. Provide orientation and direction to staff or volunteers.		<input type="checkbox"/>
m. Demonstrate knowledge of training and education needs of staff and volunteers.		<input type="checkbox"/>
n. Provide training or education to staff or volunteers.		<input type="checkbox"/>
o. Demonstrate knowledge of staff recruitment activities.		<input type="checkbox"/>
p. Contribute to staff or volunteer recruitment activities.		<input type="checkbox"/>
q. Demonstrate knowledge of staff development and performance management activities.		<input type="checkbox"/>
r. Contribute to staff or volunteer development or performance management activities.		<input type="checkbox"/>
s. Demonstrate knowledge of organizational planning and development activities.		<input type="checkbox"/>
t. Contribute to organizational planning or development activities.		<input type="checkbox"/>
u. Demonstrate knowledge of methods used to monitor expenditures and equipment and material usage.		<input type="checkbox"/>
v. Develop a plan to monitor expenditures, equipment and materials usage relative to budget and activity plan.		<input type="checkbox"/>

Competency 5.03: Manage food services.

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Demonstrate knowledge of ways to determine food service needs of a client group.		<input type="checkbox"/>
b. Identify the food service needs of a client group based upon their nutritional, cultural and physical characteristics.		<input type="checkbox"/>
c. Demonstrate knowledge of the range of human resource, financial, technical and equipment needs that must be addressed in the provision of food services.		<input type="checkbox"/>
d. Identify human, financial, technical and equipment resources required for the provision of food services.		<input type="checkbox"/>

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
e. Demonstrate knowledge of menu development and modification principles.		<input type="checkbox"/>
f. Create and modify menus using menu planning principles.		<input type="checkbox"/>
g. Demonstrate knowledge of processes for purchasing, receiving, storage, inventory control and disposal activities in food services.		<input type="checkbox"/>
h. Contribute to purchasing, receiving, storage, inventory control, and disposal activities for food products.		<input type="checkbox"/>
i. Demonstrate knowledge of food production and distribution procedures in food services.		<input type="checkbox"/>
j. Contribute to food production and distribution activities.		<input type="checkbox"/>
k. Contribute to improvement initiatives related to food services.		<input type="checkbox"/>
l. Contribute to activities related to compliance with health and safety requirements.		<input type="checkbox"/>
m. Demonstrate knowledge of approaches to marketing food services.		<input type="checkbox"/>

Area of Competence # 5: Management

Thoughts / reflections on Area of Competence #5:

Now that you have completed the entire Self-Assessment, go through and select 2 priorities for learning for the upcoming year.

Learning Plan #1:

Competency and performance indicator numbers identified as Priority Focus:

Learning Plan #2:

Competency and performance indicator numbers identified as Priority Focus:

PART 3 – Learning Plan Worksheets

Learning Plan 1

20 ____ / 20 ____ Worksheet

Section A: Learning Goal

This Learning Plan relates to:	<input type="checkbox"/> Professional Practice <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Nutrition Care <input type="checkbox"/> Population and Public Health <input type="checkbox"/> Management	Practice Competency # ____ Performance Indicator # ____ (Refer to Part 2 – Self-Assessment)
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Learning objective/goal for this indicator (What do **you** want to learn?):

Why is this learning objective important to your professional practice?

I anticipate the benefit to my practice 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 | |

Section B: Learning Activities

The following learning activities were completed to achieve my learning goals (use a separate sheet to track more).

Date Completed	Description of Activity	Do I have Verification? Location?

Learning Plan 2

20 ____ / 20 ____ Worksheet

Section A: Learning Goal

This Learning Plan relates to:	<input type="checkbox"/> Professional Practice	Practice Competency # _____ Performance Indicator # _____ (Refer to Part 2 – Self-Assessment)
	<input type="checkbox"/> Communication and Collaboration	
	<input type="checkbox"/> Nutrition Care	
	<input type="checkbox"/> Population and Public Health	
	<input type="checkbox"/> Management	

Learning objective/goal for this indicator (What do **you** want to learn?):

Why is this learning objective important to your professional practice?

I anticipate the benefit to my practice 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 | |

Section B: Learning Activities

The following learning activities were completed to achieve my learning goals (use a separate sheet to track more).

Date Completed	Description of Activity	Do I have Verification? Location?

THE FOLLOWING SECTION IS TO BE COMPLETED ONLY BY REGISTERED MEMBERS WHO HAVE RESTRICTED ACTIVITY AUTHORIZATIONS

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

Part 2 – Self-Assessment (Restricted Activities) 20 _____ / 20 _____

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

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

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 1.1 Positions the client appropriately during insertion or removal of feeding tubes.		<input type="checkbox"/>
RA 1.2 Measures inserted tube to ensure proper placement.		<input type="checkbox"/>
RA 1.3 Checks for proper placement of feeding tube.		<input type="checkbox"/>
RA 1.4 Uses a clean technique during insertion or removal of feeding tubes.		<input type="checkbox"/>
RA 1.5 Ensures secure placement of feeding tubes (taping and stabilizing techniques).		<input type="checkbox"/>
RA 1.6 Identifies potential complications with feeding tube placement.		<input type="checkbox"/>
RA 1.7 Demonstrates and teaches proper care of insertion site and feeding tube care to client and family.		<input type="checkbox"/>
RA 1.8 Addresses client anxiety.		<input type="checkbox"/>

AND

Related Knowledge Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 1.a Anatomy and physiology of upper airway, nasal passages, GI tract		<input type="checkbox"/>
RA 1.b Physiology of normal swallowing and gag reflex		<input type="checkbox"/>
RA 1.c Theory behind and mechanism for enteral nutrition		<input type="checkbox"/>
RA 1.d Types of tubes and methods of insertion and removal		<input type="checkbox"/>
RA 1.e When to change tubes		<input type="checkbox"/>
RA 1.f Common and unusual patient responses to the treatment		<input type="checkbox"/>
RA 1.g Potential complications with tube placement		<input type="checkbox"/>
RA 1.h Universal precautions		<input type="checkbox"/>

Related Knowledge Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 1.i Client restrictions that may preclude proper positioning of client		<input type="checkbox"/>
RA 1.j Any procedures or disease process that may preclude tube insertion		<input type="checkbox"/>

Restricted Activity # 1:

Choose one of each: Performance indicator and related knowledge indicator numbers identified as priority focus:

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

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

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 2.1 Uses mathematical skills to calculate proper dosages.		<input type="checkbox"/>
RA 2.2 Anticipates problems and applies problem solving skills.		<input type="checkbox"/>
RA 2.3 Assesses client adaptation to parenteral nutrition.		<input type="checkbox"/>
RA 2.4 Uses proper equipment handling techniques.		<input type="checkbox"/>
RA 2.5 Alters management of parenteral nutrition in response to complications and / or lab results.		<input type="checkbox"/>
RA 2.6 Provides parenteral nutrition education to client and family.		<input type="checkbox"/>

AND

Related Knowledge Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 2.a Normal and therapeutic nutrition requirements, including fluid, macronutrient and micronutrient needs		<input type="checkbox"/>
RA 2.b How nutrition is generally affected by disease and the effects of PN complications		<input type="checkbox"/>
RA 2.c How medications can influence and interfere with nutritional requirements		<input type="checkbox"/>
RA 2.d A variety of medical, surgical and diagnostic procedures that affect or help to assess nutritional status		<input type="checkbox"/>
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		<input type="checkbox"/>
RA 2.f Actions, interactions, pharmacological mechanisms, side effects and adverse effects of drugs prescribed and / or compounded into PN		<input type="checkbox"/>
RA 2.g How the PN formulation can affect the metabolic condition of the patient		<input type="checkbox"/>
RA 2.h The drug schedules and where to access drug schedule information		<input type="checkbox"/>

Restricted Activity:

Choose one of each: performance indicator and related knowledge indicator numbers identified as priority focus:

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

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

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 3.1 Assesses client tolerance for oral diagnostic imaging tests.		<input type="checkbox"/>
RA 3.2 Assesses client's cognitive ability to comply with test instructions.		<input type="checkbox"/>
RA 3.3 Takes appropriate actions for preventing / reducing radiation exposure.		<input type="checkbox"/>
RA 3.4 Ensures proper positioning of client.		<input type="checkbox"/>
RA 3.5 Monitors aspiration risk during oral diagnostic imaging tests on an ongoing basis.		<input type="checkbox"/>
RA 3.6 Interprets results of oral diagnostic imaging tests.		<input type="checkbox"/>
RA 3.7 Communicates with and reassures client during procedures.		<input type="checkbox"/>
RA 3.8 Communicates with team during procedures.		<input type="checkbox"/>
RA 3.9 Performs CPR if required.		<input type="checkbox"/>

AND

Related Knowledge Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 3.a Anatomy, physiology and normal mechanisms of swallowing		<input type="checkbox"/>
RA 3.b The range of swallowing difficulties		<input type="checkbox"/>
RA 3.c Disease processes resulting in swallowing difficulties and pathology		<input type="checkbox"/>
RA 3.d Cognitive and linguistic characteristics contributing to dysphagia		<input type="checkbox"/>
RA 3.e Risk factors associated with the procedure		<input type="checkbox"/>
RA 3.f Complications of the procedure		<input type="checkbox"/>
RA 3.g Proper positioning of patient for procedure		<input type="checkbox"/>
RA 3.h Radiological exposure / safety rules		<input type="checkbox"/>
RA 3.i Safe, appropriate levels of contrast agents		<input type="checkbox"/>
RA 3.j Pharmacological / chemical nature of contrast agent and possible side / adverse / interactive effects		<input type="checkbox"/>

Restricted Activity:

Choose one of each: performance indicator and related knowledge indicator numbers identified as priority focus:

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

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

Performance Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 5.1 Assesses appropriateness / safety of drugs for sample distribution.		<input type="checkbox"/>
RA 5.2 Assesses client ability to understand and comply with instructions for drug use.		<input type="checkbox"/>
RA 5.3 Demonstrates administration of drugs.		<input type="checkbox"/>
RA 5.4 Educates client regarding the drug sample provided and its use.		<input type="checkbox"/>
RA 5.5 Instruct client in side and adverse effects related to the drug sample provided.		<input type="checkbox"/>

AND

Related Knowledge Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
RA 5.a Awareness of which drug samples may be given out		<input type="checkbox"/>
RA 5.b Indications, contraindications, actions, interactions, side effects, adverse effects of drugs		<input type="checkbox"/>
RA 5.c Drug-drug and drug-food interactions		<input type="checkbox"/>
RA 5.d Importance of administration factors such as timing		<input type="checkbox"/>
RA 5.e Different types of drugs, e.g. different insulins		<input type="checkbox"/>
RA 5.f How to intervene with drug allergies		<input type="checkbox"/>
RA 5.g Client conditions, disease states / processes and pathology		<input type="checkbox"/>
RA 5.h Client situation with respect to diet, exercise and illness, which may influence required dose for sample		<input type="checkbox"/>
RA 5.i The drug schedules and where to access drug schedule information		<input type="checkbox"/>

Restricted Activity:

Choose one of each: performance indicator and related knowledge indicator numbers identified as priority focus:

PART 3 – Learning Plan Worksheets

Learning Plan (Restricted Activity)

20 _____ / 20 _____ Worksheet

Section A: Learning Goal

<p>This Learning Plan relates to my authorization:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To insert or remove nasoenteric, 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 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. 	<p>Performance Indicator # _____</p> <p>Related Knowledge # _____</p> <p>(Refer to Self-Assessment)</p>
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Learning objective/goal for this indicator (What do **you** want to learn?):

Why is this learning objective important to your professional practice?

I anticipate the benefit to my practice 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 |
|---|--|

Section B: Learning Activities

The following learning activities were completed to achieve my learning goals (use a separate sheet to track more).

Date Completed	Description of Activity	Do I have Verification? Location?

Section A: Learning Goal

This Learning Plan relates to my authorization:	<input type="checkbox"/> To insert or remove nasoenteric, 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 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)
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Learning objective/goal for this indicator (What do **you** want to learn?):

Why is this learning objective important to your professional practice?

I anticipate the benefit to my practice will be:

- | | |
|---|--|
| <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 | <input type="checkbox"/> Improved work environment
<input type="checkbox"/> Increased confidence
<input type="checkbox"/> Increased knowledge/skill/competence |
|---|--|

Section B: Learning Activities

The following learning activities were completed to achieve my learning goals (use a separate sheet to track more).

Date Completed	Description of Activity	Do I have Verification? Location?

