

Continuing Competence Program Update: Utilizing the new Standards of Practice for 2020-2021

College of Dietitians of Alberta

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Agenda

- ▶ Overview of Continuing Competence Program
- ▶ Entry to practice competencies vs Standards of Practice
- ▶ Using the Standards for 2020-2021
- ▶ Example
- ▶ Info and tips related to the new Registrant Database

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Continuing Competence Program Process Overview

- ▶ Purpose: maintain and enhance competence and professional services
- ▶ CDA's role
- ▶ Timeline
 - ▶ January/February completing process for past year, writing reflections on learning
 - ▶ March submitting reflections online; completing practice profile reflection and self-assessment in Workbook for the coming year; entering new goals online
 - ▶ April through following February completing and documenting learning activities, identifying and storing verification documentation, ensuring CCP documentation is in order

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Integrated Competencies vs Standards of Practice

- ▶ Entry to practice competencies
- ▶ Standards of Practice -
 - ▶ General and applicable to all
 - ▶ Applicable at all points in a regulated member's career
 - ▶ Note: no practice specific areas (i.e. no nutrition care, population health management etc)
- ▶ Why the switch?

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Practice Profile Reflection and Self-Assessment

- ▶ Practice Profile Reflection: No change
- ▶ Self-Assessment (Workbook)
 - ▶ Completed 2019-2020 based on the Integrated Competencies
 - ▶ Complete 2020-2021 based on Standards of Practice indicators
 - ▶ Make notes!
 - ▶ Select indicators that represent your priorities for learning or practice enhancement for the coming year
 - ▶ Your chosen indicator may be general or specific; cater your learning to your specific needs!!!
 - ▶ Select two distinct indicators as your priorities for the coming year
 - ▶ Restricted activities: no change at this time

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Standard # 4: Collaborative Practice

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Contribute professional knowledge to discussions and interactions with clients and team members.	<i>I contribute knowledge in interactions with clients and patients; I discuss with RNs, SLPs etc however I could work on contributing my expertise to MDs</i>	<input type="checkbox"/>
b. Clarify and explain their professional roles and responsibilities in discussions with clients and team members.	<i>I also do this with clients and patients, however could be more proactive in explaining my role and how it fits with other HCP roles and expertise</i>	<input type="checkbox"/>
c. Respect clients' and team members' perspectives and responsibilities, while acknowledging overlapping roles and scopes of practice.	<i>I sometimes forget HCPs have overlapping roles and assume I am the only one with food and nutrition knowledge to contribute. I could be more open to that. I respect clients' input.</i>	<input type="checkbox"/>
d. Consult with and/or refer as required, when the needs of clients may be more appropriately met by another Registered Dietitian or team member.	<i>I do refer to others willingly. I feel this is a strength of mine. I acknowledge my limitations and always practice within my personal scope of practice and knowledge/skill base.</i>	<input type="checkbox"/>
e. Effectively manage conflict with clients and team members.	<i>I do struggle with conflict. Especially related to other HCPs' contributing nutrition knowledge. I think I need work in this area.</i>	<input checked="" type="checkbox"/>
f. Communicate clearly and respectfully with clients and team members, at all times to facilitate collaboration.	<i>I am respectful with clients and team members but I do think that conflict holds me back from maximizing collaborative practice</i>	<input type="checkbox"/>

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Thoughts / reflections on Standard #4 and how it relates to my practice:

I really feel that this Standard and collaborative practice is an area I could improve on. Sometimes I feel overworked in my role, however I wonder if I am isolating myself by not allowing those with knowledge to contribute and if this is making conflict resolution difficult. Perhaps there is a workshop on collaborative practice or team conflict resolution that would help.

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Learning Plan Worksheet for priority Standard 4 indicator e.

- ▶ What is it about this Standard and indicator that I want to focus on this year:
I would like to focus on conflict resolution techniques to improve collaborative practice and client-centred care.
- ▶ Why is learning about this Standard indicator important to my professional practice?
I work in a PCN part time and I assume I have to do it all. When other HCPs talk about nutrition I get my back up and this may be contributing to conflict, which I then try to avoid.
- ▶ I anticipate the benefit to my practice to be:
✓ Improved communication skills
- ▶ Learning activities:
- ▶ What I learned:
- ▶ How am I more competent in my practice? What was the benefit to my practice?
- ▶ Summarize all of this into reflection

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Learning Plan Worksheets

- ▶ Learning Plan Worksheets (Workbook)
 - ▶ A place to make a plan! Track learning objectives/goals based on identified indicators, identify and note activities completed
 - ▶ How will meeting your goals benefit your practice??
 - ▶ A place to write up your reflections on learning
 - ▶ Use it to make notes on, write on it. Does not need to be neat and tidy!!
 - ▶ Reflections...

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Reflections

1. Identify your learning goal and tie it to the indicator you chose to focus on
 2. Summarize your learning activities
 - ▶ Make sure they match up with your online submission
 3. Summarize what you learned or achieved
 4. How are you now more competent in practice as a result of achieving your learning goal? OR How has your practice been enhanced or improved, OR how are your services better??
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- ▶ Use this format to write concise reflections of 1000 characters or less!
 - ▶ **NOTE:** This reflection is not a reflection on your entire practice, just on achievement of your learning goal this past year.

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Online submission: Renewal 2020 Updates

- ▶ Completed Learning Plans, including reflections, based on *Integrated Competencies*
 - ▶ 2nd tab within renewal form - 2019/2020 - Learning Plan
- ▶ Proposed Learning Plans based on *Standards of Practice*
 - ▶ 3rd tab within renewal form - 2020/2021 - Learning Plan
- ▶ Restricted Activities Learning Plan for each RA held
 - ▶ 2nd and 3rd tabs
- ▶ New registrants AND new RA authorizations: not required to submit Learning Plan for the 2019/2020 year (tab 2)

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Additional information related to CCP and the new Registrant Database

- ▶ All current and past Learning Plans can be accessed online under **My Learning**
- ▶ Past Learning Plans are saved as PDF
 - ▶ can be viewed any time
 - ▶ **NEW** - saved PDFs contain all Learning Plan submission information including reflections
- ▶ Once CCP is submitted the content cannot be modified
- ▶ **Guide for Registration Renewal** - will be made available prior to registration renewal

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A few other notes on *completing* online submissions

- ▶ Drop down menus
 - ▶ Confirm Standard/indicators used for goal setting
 - ▶ Confirm learning activities completed
- ▶ Writing and submitting reflections online in March for the previously set goals signals the end of the CCP process for that year.
- ▶ Please refer to CCP content on the website

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Who can I speak with if I have questions?

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