



**COLLEGE OF DIETITIANS
OF ALBERTA**

Continuing Competence Program Workbook (PDF version)

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 regulated members in a way that enhances their career and personal goals.

All regulated 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 regulated members access to [CCP online](#) throughout the year. Regulated 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. Regulated 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, identifying the benefits to your practice, and draft reflections on learning. The College encourages all regulated members to use this resource when completing their CCP each year.

**All Regulated Members should complete pages 3-21.
Regulated Members with Restricted Activities should also complete pages 22-32.**

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 regulated members – page 3-4

Regulated 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 regulated members – pages 5-17
Restricted Activities – pages 22-28

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

Each Standard of Practice includes indicators which describe the specific activities demonstrated by regulated members complying with the Standard.

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

- (1) Complete the self-assessment for **all** practice standards and indicators.
- (2) Develop **two** Learning Plans based on the priorities identified in the self-assessment.

Please note that you may choose an indicator for further learning that is not within your specific practice area. Because the Standards of Practice are not practice-area specific (although several lend themselves to particular areas of practice), there is no requirement to choose an indicator specific to your practice area (e.g. nutrition care, foodservice systems management, etc.). The College encourages regulated members to think broadly about 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 notes, comments and/or 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 a priority 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, regulated members will notice that the format for self-assessment is in line with the process above.

Part 3 – Learning Plan Worksheets

All regulated members – pages 18-21
Restricted Activities – pages 29-32

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

The learning plan helps regulated 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 registration 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](#) and Learning Plan Worksheet Reflection tips).

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 individual, family, substitute decision-maker, team member, group, agency, stakeholder, government, employer, employee, business, organization, community, or population 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 (2018). *Standards of Practice*. Available at: <http://collegeofdietitians.ab.ca/wp-content/uploads/2019/09/CDA-Standards-of-Practice-October-2018-revised.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.

Standard # 1: Assessment and Interventions

Registered Dietitians competently select and interpret assessment data, develop and/or implement goals/plans/tools, and implement appropriate interventions in the provision of client-centred, 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. Obtain client consent for professional services.		<input type="checkbox"/>
b. Obtain, review, and interpret relevant assessment data.		<input type="checkbox"/>
c. Collaborate and communicate with client to determine goals/plans and interventions.		<input type="checkbox"/>
d. Implement, coordinate, and document the provision of client-centred interventions.		<input type="checkbox"/>
e. Monitor, evaluate, and document the impact of interventions in achieving identified outcomes, proposing alternative interventions if goals have not been achieved.		<input type="checkbox"/>
f. Continue to offer professional services until either the client is transferred, discharged, self-managing, declines care, another provider has assumed responsibility, or the Registered Dietitian deems further services are not required.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #1:

Standard # 2: Boundaries

Registered Dietitians maintain clear and appropriate professional boundaries with clients and team members.

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Be sensitive to their position of relative power or influence in professional relationships and not use this status to take physical, emotional, sexual, financial, or other types of advantage of clients and team members.		<input type="checkbox"/>
b. Establish and maintain appropriate professional boundaries in relationships with clients and team members.		<input type="checkbox"/>

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
c. Respect, establish, and manage effectively, the boundaries that separate their personal and professional relationships/roles in all contexts (e.g., face-to-face, virtual dietetic practice, social media).		<input type="checkbox"/>
d. Obtain consent prior to touching a client.		<input type="checkbox"/>
e. Refrain from entering professional relationships when current or previous personal, financial, employment, and/or legal affiliations would compromise professional services or integrity.		<input type="checkbox"/>
f. Minimize the risk of boundary violations when boundary crossings cannot be avoided (e.g., treatment of family/friend in specialized or rural practice), by reporting the boundary crossing to the appropriate authority (e.g., manager, team leader) and by documenting management strategies (e.g., in the client file, record).		<input type="checkbox"/>
g. When professional boundaries cannot be maintained, take necessary action as required (e.g., end professional relationships with clients, transfer care), and document how the situation was managed.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #2:

Standard # 3: Client-Centred Services

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Acknowledge and respect the rights, dignity, and uniqueness of each client (e.g., ethnic/cultural background, religion, age, gender, social status, marital status, sexual orientation, political beliefs, physical/mental ability, corporate mission, and values).		<input type="checkbox"/>
b. Collaborate with clients to identify and develop goals, plans, and interventions to meet their unique needs.		<input type="checkbox"/>
c. Acknowledge and respect clients' rights to autonomy and decision making over their own health.		<input type="checkbox"/>

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
d. Advocate for and guide changes on behalf of clients to support their health and well-being when required.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #3:

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.		<input type="checkbox"/>
b. Clarify and explain their professional roles and responsibilities in discussions with clients and team members.		<input type="checkbox"/>
c. Respect clients' and team members' perspectives and responsibilities, while acknowledging overlapping roles and scopes of practice.		<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.		<input type="checkbox"/>
e. Effectively manage conflict with clients and team members.		<input type="checkbox"/>
f. Communicate clearly and respectfully with clients and team members, at all times to facilitate collaboration.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #4:

Standard # 5: Communication

Registered Dietitians communicate effectively, respectfully, and in compliance with applicable legislative and regulatory requirements when providing 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. Be clear and respectful in all verbal, nonverbal, and written communication.		<input type="checkbox"/>
b. Maintain clients' privacy and confidentiality in all forms of communication.		<input type="checkbox"/>
c. Use strategies to promote effective communication (e.g., active listening, empathy).		<input type="checkbox"/>
d. Adapt communication to the needs of clients and minimize barriers by incorporating relevant supports as available (e.g., interpreters, visual aids, technology, appropriate language, culturally appropriate resources).		<input type="checkbox"/>
e. Use strategies to facilitate clients' comprehension and learning (e.g., opportunity for questions, teach back, appropriate literacy levels).		<input type="checkbox"/>
f. Communicate with professional integrity and maintain appropriate boundaries in all communication formats at all times.		<input type="checkbox"/>
g. Document professional communications accurately and in a timely manner as required.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #5:

Standard # 6: Competence

Registered Dietitians are responsible and accountable for their continuing competence in order to provide safe, ethical, 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. Provide professional services within the limits of their qualifications and personal level of competence.		<input type="checkbox"/>
b. Evaluate their own practice and participate in continuing professional development to identify and address learning needs.		<input type="checkbox"/>
c. Identify practice situations beyond their personal level of competence and consult, refer, and/or obtain further knowledge and skills to provide professional services.		<input type="checkbox"/>
d. Maintain competence in present area(s) of practice, incorporating evidence into professional services.		<input type="checkbox"/>

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
e. Acquire the knowledge and skills to practice competently in emerging practice areas as required.		<input type="checkbox"/>
f. Comply with the CDA continuing competence program, adhering to all applicable legislative and regulatory requirements.		<input type="checkbox"/>
g. Voluntarily withdraw from practice if they self-identify that they are no longer able to provide safe, competent, ethical services (e.g., illness, substance abuse).		<input type="checkbox"/>
h. Comply with practice hour requirements as set out by CDA.		<input type="checkbox"/>
i. Adhere to CDA requirements for practicing restricted activities.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #6:

Standard # 7: Conflict of Interest

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Recognize any situations in which a conflict of interest could have an impact on their professional judgment.		<input type="checkbox"/>
b. Avoid any conflict of interest in which professional services could be compromised.		<input type="checkbox"/>
c. When a conflict of interest cannot be avoided, disclose to the appropriate authority (e.g., manager, team leader), manage the situation, and/or discontinue professional services.		<input type="checkbox"/>
d. Document any conflict of interest, the efforts to manage it, and the outcome(s).		<input type="checkbox"/>
e. Provide options for the provision of services and/or products when a conflict of interest exists.		<input type="checkbox"/>
f. Refrain from accepting personal incentives from service and/or product sponsors when the Registered Dietitian stands to profit personally and/or financially.		<input type="checkbox"/>

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
g. Refrain from offering incentives to clients that places the Registered Dietitian's personal gain above their professional responsibilities.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #7:

Standard # 8: Consent

Registered Dietitians obtain appropriate client consent in the 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. Provide clients with complete and objective information regarding the options for treatment and/or professional services and their respective risks and benefits as appropriate.		<input type="checkbox"/>
b. Obtain client consent prior to the provision of services and document as required.		<input type="checkbox"/>
c. Take all reasonable steps to ensure that consent is given freely, without evidence of coercion.		<input type="checkbox"/>
d. Inform clients in a timely manner of proposed changes to the agreed-upon intervention plan and/or provide new information relevant to consent.		<input type="checkbox"/>
e. Respect clients' rights to: make choices, consult, and request additional information; refuse proposed interventions; and withdraw previously provided consent at any time.		<input type="checkbox"/>
f. Obtain approval from the appropriate research ethics board and consent from clients participating in research studies.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #8:

Standard # 9: Evidence-Informed Practice

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Access and critically appraise current and applicable evidence.		<input type="checkbox"/>
b. Incorporate evidence, using critical thinking and professional judgment, when providing client-centred, professional services.		<input type="checkbox"/>
c. Initiate and/or participate in evaluation and continuous quality improvement activities (e.g., client questionnaires, chart audits, population health data review) to assess new and/or ongoing professional services, products, and programs.		<input type="checkbox"/>
d. Use the feedback obtained from continuous quality improvement activities to improve professional services.		<input type="checkbox"/>
e. Contribute to new knowledge, by participating in data collection and practice-based research as feasible, conforming to applicable research ethics guidelines and processes.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #9:

Standard # 10: Fees and Billing

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Be responsible and accountable for all billing under their registration number.		<input type="checkbox"/>
b. Ensure that fees charged for professional services and/or products are fair, reasonable, and justifiable.		<input type="checkbox"/>
c. Disclose fee schedules for all applicable professional services and/or products including accepted methods of payment, potential additional fees (e.g., cancellation fees, photocopying, mailing), and the process for fee dispute resolution, prior to provision of professional services.		<input type="checkbox"/>
d. Maintain comprehensive records regarding the provision of professional services and/or sale of products.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #10:

Standard # 11: Privacy/Confidentiality

Registered Dietitians uphold and protect clients' rights to privacy and confidentiality of information collected during the provision of professional services by complying with applicable legislative and regulatory requirements.

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Ensure client consent is obtained prior to collecting or disclosing personal, organizational, and/or business information, unless duty to report obligations is required.		<input type="checkbox"/>
b. Access and collect only the client information that is essential to carry out the provision of safe, competent, ethical services.		<input type="checkbox"/>
c. Use physical, technical, and administrative safeguards (e.g., locked filing cabinets, passwords, encrypting documents, laptops and PCs) to protect paper-based, audio, video, electronic or other client information.		<input type="checkbox"/>
d. Avoid conversations about clients and/or professional services provided that can be overheard and/or breach privacy and confidentiality.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #11:

Standard # 12: Professional Practice Obligations

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Accept as their primary professional obligation, to protect and serve the public interest according to CDA Code of Ethics.		<input type="checkbox"/>
b. Hold a valid practice permit/license and practice in compliance with applicable legislative and regulatory requirements.		<input type="checkbox"/>

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
c. Maintain a level of personal and professional conduct that upholds the integrity and dignity of the profession and sustains public confidence.		<input type="checkbox"/>
d. Comply with duty to report requirements in accordance with applicable legislation, regulations, and/or organization/employer policies.		<input type="checkbox"/>
e. Report abuse, incapacity, incompetence or unprofessional conduct to the appropriate authority, in accordance with applicable legislation, regulations, and/or organization/employer policies.		<input type="checkbox"/>
f. Take responsibility and be accountable to practice within their personal level of competence.		<input type="checkbox"/>
g. Provide supervision, mentoring, and direction to those under their supervision (e.g., students, dietetic interns/nutrition practicum students, staff, volunteers).		<input type="checkbox"/>
h. Accurately represent their professional qualifications, experience, knowledge, and skills.		<input type="checkbox"/>
i. Voluntarily withdraw themselves from professional practice when circumstances exist that impair their professional judgment, impact competence, or that may cause harm to clients.		<input type="checkbox"/>
j. Ensure they have the appropriate practice permit/license to deliver services by virtual dietetic practice.		<input type="checkbox"/>
k. Use provincially protected titles.		<input type="checkbox"/>
l. Hold professional liability insurance prior to providing professional services.		<input type="checkbox"/>
m. Perform restricted activities that are regulated by CDA, only when authorized to do so and in compliance with legislative and regulatory requirements.		<input type="checkbox"/>
n. Comply with continuing competence program requirements, and where applicable, minimum practice hours.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #12:

Standard # 13: Promotion/Advertising

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Engage in advertising that is truthful, objective, and accurate.		<input type="checkbox"/>
b. Adhere to the CDA Code of Ethics and refrain from using advertising that directly or indirectly: <ul style="list-style-type: none"> i. creates unjustified expectations about the results; ii. may mislead or misinform the public (e.g., use of testimonials). iii. compares the ability, quality, and/or cost of professional services with that of other Registered Dietitians; iv. takes advantage physically, emotionally or financially of clients; and v. endorses, promotes or recommends exclusive use of a product/brand used/sold as a component of professional services, unless supported by evidence. 		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #13:

Standard # 14: Record Keeping

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Document, sign, and date complete, accurate, timely records related to professional services.		<input type="checkbox"/>
b. Maintain, retain, share, transport, store, and dispose of all paper and/or electronic documentation and records in compliance with applicable legislative, regulatory, and organizational/employer requirements.		<input type="checkbox"/>
c. Secure all personal client information through appropriate use of physical, technical, and electronic safeguards to protect the privacy and confidentiality of client information.		<input type="checkbox"/>

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
d. Maintain complete and accurate financial records for all relevant professional services.		<input type="checkbox"/>
e. Maintain equipment service records (e.g., preventative maintenance logs) according to applicable legislative, organizational/employer, and manufacturer recommendations.		<input type="checkbox"/>
f. Plan for and ensure the transfer or disposition of records when leaving a position or ceasing to practice.		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #14:

Standard # 15: Safety and Risk Management

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

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
a. Comply with occupational health and safety legislation, best practices in infection prevention and control, and organization/employer policies and procedures.		<input type="checkbox"/>
b. Maintain certification(s) related to infection prevention and control, and occupational health/workplace safety, as applicable.		<input type="checkbox"/>
c. Contribute to and comply with risk management activities/requirements to promote a safe environment (e.g., working alone, environmental hazards, threats to personal safety).		<input type="checkbox"/>
d. Comply with reporting and follow up procedures related to adverse events, emergency situations, and/or incidents involving workplace safety.		<input type="checkbox"/>
e. Comply with food safety standards in the provision of professional services.		<input type="checkbox"/>
f. Participate, as required, in continuous quality improvement activities to promote and support safe, competent, ethical professional services (e.g., questionnaires, chart audits).		<input type="checkbox"/>

Thoughts / reflections, priority (if identified) on Standard #15:

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

Learning Plan #1:

Standard and Indicator numbers identified as Priority Focus:

Learning Plan #2:

Standard and 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:	Standard # ____ Indicator # ____ (Refer to Part 2 – Self-Assessment)
--------------------------------	--

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

Why is this learning objective important to your professional practice (relate to professional practice profile)?

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:	Standard # _____
	Indicator # _____
	(Refer to Part 2 – Self-Assessment)

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 REGULATED MEMBERS WHO HAVE RESTRICTED ACTIVITY AUTHORIZATIONS

Regulated 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 checked="" 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 # 2:

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 # 3:

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 # 4:

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>
---	---	---

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.	Performance Indicator # ____ Related Knowledge # ____ (Refer to Self-Assessment)
	<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.	

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?

