

PRACTICE PROFILE REFLECTION EXAMPLE

Part 1 – Practice Profile Reflection

20 20 / 20 21

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: Director, Food Services

Describe your unique professional role(s):

In my role, I develop, guide and support the implementation of Food Services Strategy, Standards and Practice around the province.

Describe your practice setting(s):

Health Care Food Services (Provincial), administration, project development

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

My clients range from staff at the site level to managers / directors of operations, members of Senior Management and occasionally other departments.

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):

I have leadership experience in operations (foods services, clinical nutrition), project management and change management. In addition, I have front line clinical experience in adult & pediatric acute care as well as chronic disease, primary care and health promotion.

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):

Increased use of social media, changing workforce demographics, changing perceptions of healthcare (more immediate / more creative ways to meet needs of population)

Describe your professional areas of interest (think broadly):

Strategic Planning and Improvement Initiatives

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?

Project Management, Change Management, Strategic Planning, Evaluation & social media platforms

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

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>

This EXAMPLE shows how to complete the Practice Profile Reflection; please modify for your own experiences.

SELF-ASSESSMENT EXAMPLE

Part 2 – Self-Assessment

20 20 / 20 21

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.	<i>Consent is implied, by nature of the working relationship</i>	<input type="checkbox"/>
b. Obtain, review, and interpret relevant assessment data.	<i>As part of working on projects assessment is part of the process</i>	<input type="checkbox"/>
c. Collaborate and communicate with client to determine goals/plans and interventions.	<i>Each of my clients is different so communicating well is essential</i>	<input type="checkbox"/>
d. Implement, coordinate, and document the provision of client-centred interventions.	<i>In FS interventions, documentation may be in the form of an executive summary or Briefing note.</i>	<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.	<i>Part of the QA process is to evaluate interventions after a set period of time</i>	<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.	<i>I remain a consultant after project implementation, to provide support and/or change management input</i>	<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.	<i>I need to be aware of my position title when working with FS staff or RDs, to ensure there is no impression of coercion</i>	<input type="checkbox"/>

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SELF-ASSESSMENT EXAMPLE

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
b. Establish and maintain appropriate professional boundaries in relationships with clients and team members.	<i>I think I do this well</i>	<input type="checkbox"/>
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).	<i>Did some work on this, this past year. Could also do some learning about social media.</i>	<input type="checkbox"/>
d. Obtain consent prior to touching a client.	<i>not applicable in my practice area.</i>	<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.	<i>Very aware of this</i>	<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).	<i>Aware of this but has rarely ever occurred</i>	<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.	<i>I could learn about documenting boundaries management in my practice area.</i>	<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.	<i>Yes; the focus is often on client goals, or setting priorities for the department</i>	<input type="checkbox"/>

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SELF-ASSESSMENT EXAMPLE

Indicators: Reflect on how each indicator applies to your practice	Notes: Identify any learning needs (what I need to learn)	Priority Focus
c. Acknowledge and respect clients' rights to autonomy and decision making over their own health.	N/A	<input type="checkbox"/>
d. Advocate for and guide changes on behalf of clients to support their health and well-being when required.	<i>Could definitely use and update on advocacy as it pertains to my service area</i>	<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.	<i>Yes, my varied background assists with this</i>	<input type="checkbox"/>
b. Clarify and explain their professional roles and responsibilities in discussions with clients and team members.	<i>Yes</i>	<input type="checkbox"/>
c. Respect clients' and team members' perspectives and responsibilities, while acknowledging overlapping roles and scopes of practice.	<i>Yes</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>Often will bring in my lead for assistance or input if required</i>	<input type="checkbox"/>
e. Effectively manage conflict with clients and team members.	<i>I think so but could use an update.</i>	<input type="checkbox"/>
f. Communicate clearly and respectfully with clients and team members, at all times to facilitate collaboration.	<i>I need to ask for feedback on this from my lead. Maybe learn more on project management in terms of facilitation??</i>	<input checked="" type="checkbox"/>

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

I would be interested in learning more on the project management topic, best practices etc (however I realize this could be a graduate degree!). Could see if there is a course available. Indicator c or f??

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SELF-ASSESSMENT EXAMPLE

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.	<i>Haven't taken a communications course in a while. Ask for feedback.</i>	<input type="checkbox"/>
b. Maintain clients' privacy and confidentiality in all forms of communication.	<i>Yes</i>	<input type="checkbox"/>
c. Use strategies to promote effective communication (e.g., active listening, empathy).	<i>Yes</i>	<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).	<i>Yes. As my "client" varies by project it does require an adaptation in style. Could use an update. Also, could Learn about establishing a twitter or Instagram account to share relevant information re: meals matter. Increase awareness about social media platforms, pros/cons and their potential use in this role</i>	<input checked="" type="checkbox"/>
e. Use strategies to facilitate clients' comprehension and learning (e.g., opportunity for questions, teach back, appropriate literacy levels).	<i>Not always relevant</i>	<input type="checkbox"/>
f. Communicate with professional integrity and maintain appropriate boundaries in all communication formats at all times.	<i>Yes</i>	<input type="checkbox"/>
g. Document professional communications accurately and in a timely manner as required.	<i>As part of project write ups, summaries etc</i>	<input type="checkbox"/>

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

could work on learning about social media as this is a weakness for me. Could potentially make use of it in various ways.

Standard # 6: Competence

Registered Dietitians are responsible and accountable for their continuing competence in order to provide safe, ethical, professional services.

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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.	<i>sometimes I have to challenge myself... often there is ongoing learning required for each new project. That's what I love about my job - ongoing learning! Could learn more about project management programs</i>	<input type="checkbox"/>
b. Evaluate their own practice and participate in continuing professional development to identify and address learning needs.	<i>Evaluate my own "reflectiveness" in practice; could work on this, however I'm always learning in my job</i>	<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.	<i>Yes. As above I bring in others to consult as needed.</i>	<input type="checkbox"/>
d. Maintain competence in present area(s) of practice, incorporating evidence into professional services.	<i>Evidence is sometimes limited in foodservice management (depending on topic) but I always research before I get into a new project.</i>	<input type="checkbox"/>
e. Acquire the knowledge and skills to practice competently in emerging practice areas as required.	<i>Do this regularly, as above. But maybe more on project management skills/</i>	<input type="checkbox"/>
f. Comply with the CDA continuing competence program, adhering to all applicable legislative and regulatory requirements.	<i>This new self-assessment and CCP process is helping me re-look at my competence from a different perspective. I take my CCP processes seriously each year; I keep good records</i>	<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).	<i>Makes sense; never had a need to consider this thankfully.</i>	<input type="checkbox"/>
h. Comply with practice hour requirements as set out by CDA.	<i>N/A I'm full time and have been for years.</i>	<input type="checkbox"/>
i. Adhere to CDA requirements for practicing restricted activities.	N/A	<input type="checkbox"/>

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

a. Project management programs have been on my "to do" list...could learn about that to enhance my role and skills.

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