



COLLEGE OF DIETITIANS
OF ALBERTA

CONTINUING COMPETENCE PROGRAM (CCP) MANUAL

A Guide through the College's CCP

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Contents

Section 1: What is the Continuing Competence Program	4
Introduction to the Continuing Competence Program	4
Competence & Dietetic Practice Defined	5
Section 2: Legislation and Regulatory Documents.....	6
Health Professions Act	6
Code of Ethics.....	6
Standards of Practice	7
Section 3: Continuing Competence Requirements	10
The Program	10
Responsibilities of Regulated Members.....	12
Who is required to participate in CCP.....	12
Program Requirements	12
Special Requirements.....	12
Responsibilities of the College	13
Responsibilities of the Continuing Competence Committee.....	14
Section 4: How to Meet Continuing Competence Program Requirements	15
Program Timeline	15
Self-Assessment	16
Creating Learning Plans.....	18
Learning Goals: Guide to Writing Learning Goals	19
Learning Activities: Guide to Completing the Learning Activities Record	22
Reflection on Learning: Guide to Writing Reflections.....	25
Submitting Learning Plans.....	28
Audits.....	29
Non-Compliance with the Continuing Competence Program	29
Review Audit Requirements.....	29
Document Audit Requirements	30
Section 5: Resources Available to Regulated Members.....	32
Appendix 1: Removed <i>Standard of Practice</i> Indicators for Continuing Competence Program Self-Assessment.....	33
Appendix 2: Practice Profile	35
Appendix 3: Learning Plan Worksheets	37

Appendix 4: *Standard of Practice* Indicators for Continuing Competence Program (CCP) Self-Assessment39

Appendix 5: Restricted Activity Indicators for Continuing Competence Program (CCP) Self-Assessment44

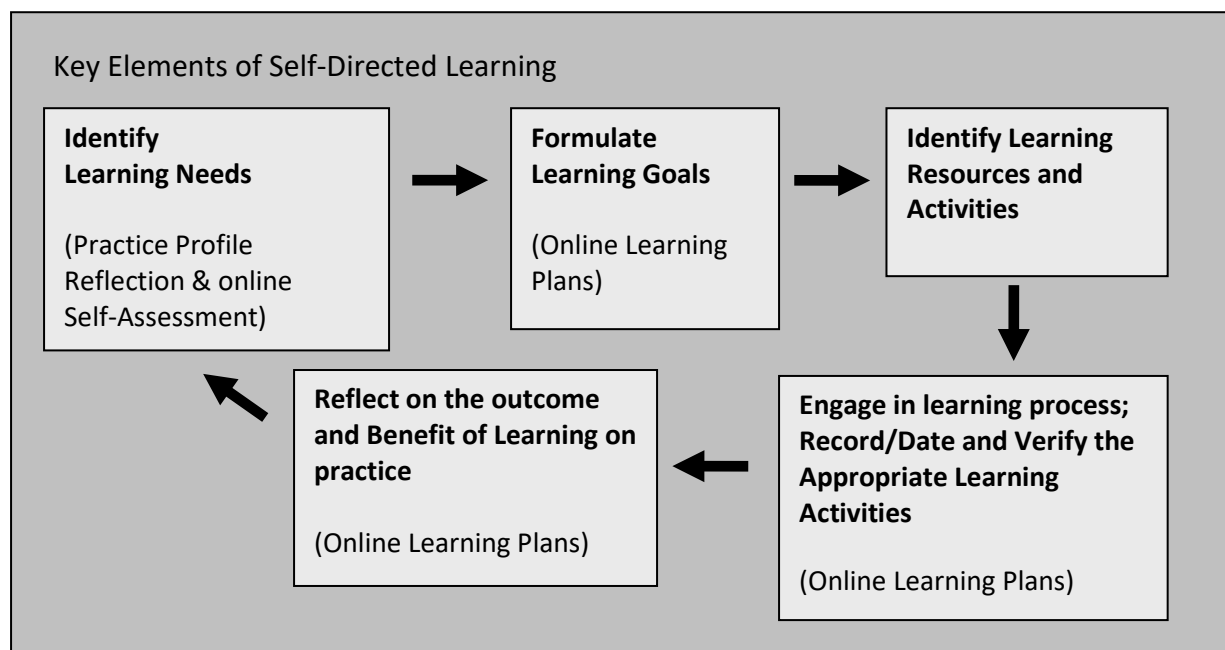
Section 1: What is the Continuing Competence Program

Introduction to the Continuing Competence Program

The *Health Professions Act* requires that all colleges have a Continuing Competence Program in place to monitor the ongoing competence of their regulated members and enhance the provision of professional services. Under this Legislation, it is mandatory for all regulated members on the General Register to participate in the program.

The Continuing Competence Program of the College of Dietitians of Alberta is built on a foundation that is based on an extensive review of the competence models used in Canada and the United States by a variety of professions. It focuses on maintaining professional competence with respect to the *Standards of Practice* (2018).

The Continuing Competence Program also uses the principles of adult learning theory and contains the following key elements of self-directed learning.



In addition to monitoring continuing competence, the program is flexible, outcomes based and designed to support the professional growth and development of regulated members in a way that enhances their career and personal goals. It was created to be adaptable to each regulated member's unique practice, learning style and practice setting, and to integrate with employer quality assurance programs and performance management systems.

Competence & Dietetic Practice Defined

To gain maximum benefit from the Continuing Competence Program, it is useful to understand how competence and dietetic practice are defined in the *Health Professions Act*.¹

Competence

Competence is defined by the *Health Professions Act* as:

“the combined knowledge, skills, attitudes and judgment required to provide professional services”.

Professional competence is more than the accomplishment of discrete and isolated tasks. It involves the interaction and integration of knowledge, critical thinking, judgment, attitudes, skills, values, and beliefs. Competence is also more than the knowledge and skills directly related to dietetics. For example, competence may include components such as computer skills, interpersonal skills, time management or presentation skills. It includes the ability to generalize learning and move from one situation to another. The specific knowledge, skills, attitudes, and judgment required will vary based on a Registered Dietitian’s or Registered Nutritionist’s particular role or work environment.

The Continuing Competence Program has been designed to help regulated members reflect on competence as it relates to their specific area of practice and work environment.

Dietetic Practice

The *Health Professions Act* defines Dietetic Practice as follows:

“In their practice Registered Dietitians and Registered Nutritionists do one or more of the following:

- a) assess nutritional status and develop, implement, and evaluate food and nutrition strategies and interventions to promote health and treat illness,
- b) apply food and nutrition principles to the management of food service systems and to the development and analysis of food and food products,
- c) promote optimal health, food security and food safety through the development and delivery of food and nutrition education, programs and policies, and
- d) teach, manage, and conduct research in the science, techniques, and practice of dietetics, and
- e) provide restricted activities authorized by the regulations.”

¹ Government of Alberta. *Health Professions Act*, 2000.

Section 2: Legislation and Regulatory Documents

Health Professions Act

As noted above, the *Health Professions Act* requires that all Colleges have a Continuing Competence Program in place. To maintain their registration with the College, Registered Dietitians and Registered Nutritionists must participate in the mandatory 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.

Please refer to *Section 5: Resources Available for Regulated Members* in this Manual for the *Health Professions Act*.

Code of Ethics

The *Code of Ethics* is a set of principles of professional conduct which establishes the ethical expectations that Registered Dietitians and Registered Nutritionists are required to adhere to in their professional practice. Please refer to *Section 5: Resources Available for Regulated Members* in this Manual for the *Code of Ethics*.

In relation to competence, the *Code of Ethics* states the following:

“4.0 Maintains competence in dietetic practice.

4.1 Personal Competence

- (1) The dietitian is knowledgeable of and adheres to all relevant public protection legislation applicable to their dietetic practice including but not limited to: health profession legislation, protection of persons in care legislation, child welfare legislation, protection of information and privacy legislation.
- (2) The dietitian assumes responsibility and accountability for personal competence in practice.
- (3) The dietitian acquires new skills and knowledge on a continuing basis to ensure safe, competent and ethical dietetic practice.
- (4) The dietitian practices dietetics based on scientific principles and current evidence-based practice.
- (5) The dietitian practices within the scope of practice, the limits of their qualifications and their own level of competence.
- (6) The dietitian consults or makes referrals as appropriate when a situation is beyond their level of competence.
- (7) The dietitian accepts only those responsibilities which they are competent to perform. If the dietitian is asked to assume responsibilities beyond their present level of competence, the dietitian acquires additional information, knowledge or skills prior to assuming the responsibilities or declines to accept them.”²

² College of Dietitians of Alberta. *Code of Ethics*, 2008.

Standards of Practice

The *Standards of Practice* describe the standards that must be met by all Registered Dietitians and Registered Nutritionists practicing in Alberta.

Please refer to *Section 5: Resources Available for Regulated Members* in this Manual for *Standards of Practice* documents.

Standards of Practice (2018)

In relation to competence, **Standard 6. Competence** from the *Standards of Practice* states that in their practice,

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

To demonstrate this standard, Registered Dietitians will:

- a) Provide professional services within the limits of their qualifications and personal level of competence.
- b) Evaluate their own practice and participate in continuing professional development to identify and address learning needs.
- c) Identify practice situations beyond their personal level of competence and consult, refer, and/or obtain further knowledge and skills to provide professional services.
- d) Maintain competence in present area(s) of practice, incorporating evidence into professional services.
- e) Acquire the knowledge and skills to practice competently in emerging practice areas as required.
- f) Comply with the CDA continuing competence program, adhering to all applicable legislative and regulatory requirements.
- 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).
- h) Comply with practice hour requirements as set out by CDA.
- i) Adhere to CDA requirements for practicing restricted activities.”³

Standard 17. Continuing Competence Program Requirements (2022)

Registered Dietitians maintain competence in practice through self-directed continuing competence planning in order to provide safe, ethical professional services. Registered Dietitians demonstrate compliance with College Continuing Competence Program Requirements, by participating in and complying with the program, review audits, document audits and as requested by the Registrar.

³ College of Dietitians of Alberta. *Standards of Practice*, 2018.

Indicators

1. Continuing Competence

To demonstrate this Standard, Registered Dietitians on the General Register must complete the following to the satisfaction of the Registrar annually:

- a) A Practice Profile
- b) A Self-Assessment using the *Standards of Practice*
- c) A Competence Plan that states:
 - i. continuing competence/learning goals for the registration year (including additional goals for each authorized restricted activity, if applicable)
 - ii. activities to be undertaken during the year to achieve the continuing competence learning plan goals.
- d) A Written record of the continuing competence activities carried out during the registration year
- e) A Competence Plan Evaluation, written as a reflection on the achievement of the continuing competence goals and ways the practice has been enhanced by these activities
- f) Keep records of all Continuing Competence Program components for a minimum of three years
- g) Workshops or study modules related to the regulated member's practice, as required by council.

2. Reviews

The Registrar or Registration Committee must periodically select regulated members for a review and evaluation (audit) of all or part of the member's continuing competence program. To demonstrate this Standard, Registered Dietitians selected for review and/or document audit must:

- a) Submit documents as requested
- b) Answer questions from the Registrar or Registration Committee with respect to any aspect of the regulated member's continuing competence program
- c) Undertake any additional corrective actions related to the member's continuing competence program as directed by the Registrar or Registration Committee. Additional actions may include:
 - i. revision and re-submission of online program reflections
 - ii. re-submission of learning activity verification
 - iii. re-submission of document audit components

3. Evidence to the Committee

When evidence provided to the Registrar, as per Indicators 1 and 2 above, is unsatisfactory resulting in audit requirements not being met, Registered Dietitians must comply with the follow-up actions at the discretion of the Registrar, that may include:

- a) Directed review audit the following year;
- b) Successful completion of continuing competence program requirements or professional development activities;

- c) Successful completion of any examinations, testing, assessment, training, education or counselling to enhance competence in specified areas;
- d) To practice under the supervision of another regulated member;
- e) Limitation of practice to specified procedures or practice settings;
- f) To report to the Registrar / Registration Committee on specified matters on specified dates;
- g) To refrain from supervising the practice of regulated members;
- h) Evidence of competence gained in a specific area.

4. Failure to comply

Failure to comply with Indicators 1, 2, and 3 above may lead to a complaint being filed by the Registrar with the Complaints Director for unprofessional conduct.

Practice Outcome

Clients can expect Registered Dietitians to provide safe, ethical, competent professional services.⁴

⁴ College of Dietitians of Alberta. *Standard. Continuing Competence Program Requirements*, 2022.

Section 3: Continuing Competence Requirements

The Program

The College recognizes that regulated members are already involved in several learning activities as part of their personal ongoing professional development. The Continuing Competence Program enables regulated members to formalize, reflect on, and report these learning activities to the College.

The Continuing Competence Program of the College of Dietitians of Alberta is made up of three related parts.

Part 1 - Practice Profile (mandatory)

Learning goals and activities are most beneficial when they relate to enhancing the learning, the knowledge, and the skills of each individual regulated member's current practice. As each regulated member defines their professional practice profile, they will find it easier to complete the CCP Self-Assessment and be better able to focus their learning on activities that relate to their practice.

Each year you are required to complete the Practice Profile, provided as *Appendix 2* in this Manual. Please retain this completed form in your competence documentation, to be submitted upon request by the College.

Part 2 – Self-Assessment (mandatory)

The CCP Self-Assessment is based on the *Standards of Practice* and is designed to assist regulated members in identifying their learning needs and documenting 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. A list of the indicators contained within the online CCP Self-Assessment for both mandatory learning plans and restricted activities can be found in this Manual (*Appendix 4 and Appendix 5*).

Please note, the *Standards of Practice* have been adapted for the CCP Self-Assessment. Several indicators within the *Standards of Practice* have been removed as they are not applicable for setting learning goals. A list of the removed indicators can be found in this Manual (*Appendix 1*).

The CCP Self-Assessment can be accessed at any time through the [Registrant Portal](#).

Part 3 - Learning Plans (mandatory)

The learning plan captures learning goals and identifies activities to achieve them. Specifically, it will identify the Standard and Indicator chosen (based on CCP Self-Assessment); then ask you to identify the learning goal, the anticipated benefit to your practice, and an activity record (includes date completed, title of activity, and speaker/host). During renewal, a Reflection on Learning will be required.

The CCP Learning Plans can be accessed at any time through the [Registrant Portal](#). Should you wish to complete the Learning Plans on a hard-copy, we have provided the Learning Plan for you to complete as *Appendix 3* in this Manual. Any hard-copy forms MUST be transferred to the online Learning Plan form for submission during registration renewal.

Responsibilities of Regulated Members

Who is required to participate in CCP

All regulated members on the General Register are required to participate in the College's CCP. New registrants to the College (registered on the General Register after October 1 of the current registration year) are not required to submit Learning Plans for the past registration year during registration renewal in March. Instead, new registrants will identify and submit their intended Learning Goals for the upcoming registration year during registration renewal, to begin in April.

Program Requirements

One of the public protection mechanisms in the *Health Professions Act* is mandatory participation in continuing competence programs. Fulfillment of the program requirements is linked to the annual application for renewal of a practice permit. Regulated members will be required to demonstrate that they have participated in the program during the previous year.

Regulated members have electronic access to the Continuing Competence Program (CCP) Learning Plans through the Registrant Portal throughout the year. In March, regulated members have access to online registration renewal where CCP submissions are to be made. To obtain their practice permit, regulated members must meet the following online requirements of the Continuing Competence Program annually, by March 31:

- Completion of two (2) Continuing Competence Learning Plans online, each including a learning goal, benefit to practice, record of competence activities and reflection on learning
- Completion of one (1) Continuing Competence Learning Plan for each Restricted Activity (if applicable) online
- Completion of the CCP Self-Assessment online through the Registrant Portal
- Identify online the required Continuing Competence Program learning goals for the upcoming registration year, based on the completed CCP Self-Assessment
- Completion of a Practice Profile (see Appendix 2) and save in competence records, to be submitted to the College office as requested.

Special Requirements

In addition to the program requirements for two Competence Learning Plans each year, dietitians who are **authorized to perform restricted activities** must also develop one Competence Learning Plan for each restricted activity that they are authorized to perform.

Regulated members may be required to complete workshops or self-study modules from time to time as set out by the Council.

Responsibilities of the College

The role of the College as defined in legislation (the *Health Professions Act*) is to establish, maintain and enforce standards for the continuing competent practice of the regulated profession. Maintaining the competence to practice dietetics is the responsibility of each regulated member and the Continuing Competence Program is designed to assist regulated members in maintaining and enhancing their competence. The College has a responsibility to monitor the effectiveness of the program and each regulated member's participation in the program.

To meet this responsibility, the College completes an audit of regulated members CCP submission each year.

A **review audit** is an internal College process of ensuring regulated members' CCP Learning Plans are adequately completed, and that reflections match and are appropriate to their set learning goals. Every year, the College randomly selects one third of all regulated members for program review.

A **document audit** includes a request from the College to submit/upload dated verification documentation for each learning activity completed. The College will randomly select 10% of all reviewed programs for a document audit. Should you be selected, you will be notified and then required to submit these materials to the College for review; this document audit also includes a review of your Continuing Competence Program Learning Plan (learning goals, learning activity record, benefit to practice and reflection on learning).

Additional information can be found in the Audits section within this Guide.

Responsibilities of the Continuing Competence Committee

The Continuing Competence Committee provides advice to the Registrar and Director of Professional Practice on the ongoing development and evaluation of the Continuing Competence Program and makes recommendations for regulated member workshops or other program support.

The Committee also completes the annual audit process of regulated members' Continuing Competence Programs referred by the Director of Professional Practice and makes:

- recommendations with respect to any action or follow up required
- decisions/recommendations with respect to practice permits (conditions, suspension, cancellation), as appropriate.

Section 4: How to Meet Continuing Competence Program Requirements

Program Timeline

The Continuing Competence Program Annual Timeline provides guidance on the Continuing Competence Program process as should be occurring throughout the year.

March During Registration Renewal, regulated members will complete and submit the previous year’s CCP Learning Plans.

Regulated members must complete a Practice Profile each year, to assist in completing the CCP Self-Assessment (see *Appendix 2* of this manual); this practice profile should be saved in your records.

Regulated members then complete the CCP Self-Assessment online through the Registrant Portal as part of developing their Learning Plans for the upcoming year. Regulated members will be prompted to identify the standard and indicator for their learning goals (based on a completed online CCP Self-Assessment), and identify the specific learning goals and anticipated benefits to practice for the upcoming registration year (see *Learning Goals: Guide to Writing Learning Goals* in the CCP Manual).

April – January Throughout the year, regulated members will undertake learning activities and should record each learning activity online through the Registrant Portal in the Activity Record for each Learning Plan. Please note, learning goals may change throughout the year; online CCP Learning Plans should be updated to reflect changes to learning goals (see *Learning Activities: Guide to Completing the Learning Activities Record* in the CCP Manual).

February Regulated members should have completed the documentation of their Learning Plans (recorded activities on the Activity Record) and evaluated the impact that learning activities have had on their practice. Regulated members are encouraged to draft their Reflection on Learning to be entered as your “Reflection on Learning” during registration renewal in March (see *Reflection on Learning: Guide to Writing Reflections* in the CCP Manual).

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 track and update their learning goals and activities throughout the year. Regulated members will be required to complete their online Continuing Competence Program learning goals, learning activities and reflections for the preceding year before registration renewal is considered complete.

Self-Assessment

The Continuing Competence Program (CCP) Self-Assessment is an essential tool for identifying learning needs for the upcoming registration year, available throughout the year on the Registrant Portal. The College requires all regulated members to complete the online CCP Self-Assessment at the beginning of the competence cycle as the Self-Assessment will assist with identifying practice enhancement needs based on the profession's *Standards of Practice* and if applicable, the competencies for restricted activities (RA).

A completed CCP Self-Assessment can only be applied to an **open** / current Learning Plan.

In order to select the indicators for the upcoming Learning Plan, you **must** open a Registration Renewal form during March, and confirm the appropriate year at the top of the completed CCP Self-Assessment.

For each indicator within the CCP Self-Assessment, regulated members will be asked to reflect honestly, and identify if it is either:

- a) an area for development and learning, or
- b) not identified for learning at this time.

For development of learning plans, regulated members should identify at least two (2) indicators from the *Standards of Practice*, and if applicable one (1) indicator from each restricted activity. Please note, as selections are made, they are saved. You may back out and return to the Self-Assessment whenever necessary.

At the end of the CCP Self-Assessment, a list of indicators identified as “areas for development and learning” will be presented (showing “Recommended” indicators). From that list, you will select two (2) indicators to build Learning Plans on for the year. If you have restricted activities, you must also select one (1) indicator for each RA. Once indicators have been selected, regulated members will be required to identify their learning goal and benefit to practice for each indicator of the upcoming year’s continuing competence plan. Refer to the following section regarding *Creating Learning Plans*.

When completing the CCP Self-Assessment, ensure you are selecting **all** indicators that may be of interest for development and learning. Having more than 2 indicators selected will allow you to have indicators you can change your learning goals to throughout the year, should you wish to adjust your learning focus.

Throughout the year, if you wish to change your learning plans (indicator and corresponding learning goal, benefit to practice, and activity record), you can change your selected learning plan indicators to other identified options from your CCP Self-Assessment (showing “Recommended” indicators). You can also add preferred indicators to your completed Self-Assessment by showing “All” indicators (found along the top of the Self-Assessment) and adding your updated indicators to your CCP Self-Assessment.

Please select two (2) mandatory learning goals from the Standards of Practice for your learning plans. If you have a restricted activity authorization, please select an additional learning goal for each RA.

Show Recommended All

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 or write a learning goal specific to your practice area (e.g. nutrition care, foodservice systems management, etc.), however your goal should relate to enhancing your competence as a health professional. The College encourages regulated members to think broadly about learning needs that will most benefit their unique practice.

Making Changes to Standards and Indicators

- Throughout the year, you are permitted to change your selected Standard & Indicator to another selection from within your completed CCP Self-Assessment (show “Recommended” indicators).
- If your intended Standard & Indicator is not captured within your current CCP Self-Assessment, you may edit the Self-Assessment by showing “All” indicators to select desired indicators for consideration within your current Learning Plan.
- If you have received Restricted Activity authorization at any time throughout the year, you will be required to complete a new CCP Self-Assessment to identify Standards & Indicators including those for the RA for your current Learning Plan.

If you have changed employment roles or area of practice throughout the year, your selected learning goals may no longer be applicable. In the event that your completed CCP Self-Assessment is no longer relevant, you may edit your completed Self-Assessment to add desired Standards and Indicators for Learning Plans. See above for process to access “All” indicators.

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.

If a regulated member receives a Restricted Activity authorization, in order to have the RA included within the current Learning Plan, a new CCP Self-Assessment is required. When completing the new Self-Assessment, you must ensure that you are selecting both the mandatory Standards and Indicators and the Restricted Activity indicators. Please note, ensure that you are at least selecting the Standards and Indicators already identified within your Learning Plan to ensure your selections continue to be available for your current Learning Plan.

Please note, some indicators within the *Standards of Practice* have been removed as they are not applicable for setting learning goals. Please see *Appendix 1* for a list of indicators that have been removed from the CCP Self-Assessment.

Creating Learning Plans

Learning Plans are the method to identify learning goals and their benefits to your practice, document completed learning activities, and complete your reflection on learning.

In this part of the Continuing Competence Program process, regulated members will develop their Learning Plans based on the CCP Self-Assessment completed online. The learning plan helps regulated members define learning goals and identify activities to achieve them. Specifically, following selection of a Standard and Indicator from the list, it will ask you to identify:

- learning goal;
- what the anticipated benefit to your practice is;
- learning activities (and dates completed); and
- an evaluation of your learning in the form of a reflection on learning, prior to beginning the assessment of your practice for the next registration year.

As noted in the previous section, once indicators identified as “areas for development and learning” have been selected for the upcoming competence year, regulated members will be required to identify their learning goal and benefit to practice.

During renewal, the Standard/Indicator, Learning Goal and Benefit to Practice are the only required fields for the Learning Plans.

Once renewal has concluded (April 1), regulated members will have the ability to access their current Learning Plans (under My Learning within the Registrant Portal) and complete any edits, including logging their learning activities in the Learning Record. Please refer to the next sections on completing these requirements.

Should you wish to change your learning goals, whether due to a new employment role or changed focus, you will be required to update the Standard and Indicator to one selected as part of your CCP Self-Assessment. Once you change your Standard and Indicator, you must ensure that any other fields (learning goal, benefit to practice, and learning activity record) within the learning plan are also edited. This may include removal of activity records.

If the Standard and Indicator is not available within your CCP Self-Assessment, you may add new indicators to your existing Self-Assessment. Refer to previous section on Self-Assessment for more information.

Learning Goals: Guide to Writing Learning Goals

The initial step in developing your learning plans is completing the CCP Self-Assessment, which will be the basis for development of your annual learning goals.

Upon completion of the CCP Self-Assessment, regulated members will have a list of indicators from the *Standards of Practice* that they have identified as appropriate for learning in the coming year. Regulated members then choose two Indicators to base learning on for the year. The Learning Plan section of the online CCP processes has been designed to guide regulated members in writing and achieving their learning goals. Key things to remember are as follows:

- Goals (and activities) must be completed within the Continuing Competence year
- Goals must be specific, clear, and measurable – please choose one Standard and Indicator for each learning goal and write a specific learning goal that relates to that indicator. While not a requirement, using SMART (specific, measurable, achievable, realistic, and timely) principles may help you to focus on specific learning and enable you to achieve the goal within a specified time frame (i.e. during the specified renewal year).
- There is a 500-character limit on all learning goals.
- Learning goals enhance knowledge and skills (competence) in a specific area related to professional practice; goals should not relate to fulfilling job related duties or a task (for example, holding a meeting or organizing files are tasks, not learning goals) but should be something you need or want to learn about.
- Goals are not based on waiting for an activity (for example a conference). The Continuing Competence Program is about identifying learning needs and having a **plan** to enhance learning and hence competence; the next step is to undertake activities to meet your learning needs.

While identifying and writing your specific learning goal, you will also consider (and select from the options) the anticipated benefit to practice. Consider what the outcome of achieving this learning goal will be, and how you will measure, evaluate and/or “know” what you have learned.

You might consider the following when planning measurable goals and considering benefits to practice:

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

Within the learning plan you will choose from the following list when identifying in general what the benefit to your practice will be:

Benefit to Practice

- Developed program/process/product
- Improved work environment
- Enhanced accountability
- Increased confidence
- Enhanced critical thinking/decision making
- Increased knowledge/skill/competence
- Improved communication skills
- Improved patient care

Your identified benefit to practice can be updated throughout the year to align with changing goals or outcomes.

Examples of Specific Learning Goals

Example #1

Learning goal: By the end of January, I want to learn more about personal health information and related legislation.
Benefit to practice: Increased knowledge/skill/competence

Example #2

Learning goal: This year I want to learn about collaboration and negotiation principles as it relates to interprofessional health care teams.
Benefit to practice: Improved work environment

Example #3

Learning goal: This year I want to learn about evidence-based supplements and guidelines for wound healing
Benefit to practice: Increased knowledge/skill/competence

Examples of Inappropriate goals vs Learning Goals

Example #1 - Work Task

Inappropriate Goal: This year, I am going to take a Dietetic Intern.
Learning Goal: I am going to increase my knowledge and skills in the area of preceptorship by completing a Preceptor eLearning Course and other online learning opportunities to learn approaches to mentoring a Dietetic Intern.

Example #2 - Work Task

Inappropriate Goal: I want to create a new dining standard in a continuing care setting.
Learning Goal: I want to learn about best practices in dining standards for a continuing care setting by reviewing the national standards and reviewing recent research in this area.

Example #3 - Goal is not specific enough

Inappropriate Goal: To keep up with changes in practice, I want to learn about fad diets.

Learning goal: I want to enhance my knowledge about the ketogenic diet by reviewing recent research and attending webinars if available. I will be able to use this information to educate physicians on diet-related best practices and when to appropriately use a ketogenic diet.

Example #4 - Goal is a learning outcome, not a learning goal)

Inappropriate Goal: In 2021, I will pass the CDE exam.

Learning Goal: I want to update my knowledge on the current diabetes clinical practice guidelines by studying diabetes standards and clinical practices guidelines as well as diabetes education standards of Canada.

Example #5 – The learning is not related to scope of practice

Inappropriate Goal: I want to complete my personal trainer certification. This certification will help me counsel my clients better on their physical activity goals.

Identify a practice related learning goal.

Learning Activities: Guide to Completing the Learning Activities Record

Activity Record

Once learning goals have been written, regulated members should plan the activities they will undertake to reach each of their learning goals. It is recommended that regulated members choose a variety of learning activities depending on their learning style and the goals they have set. **Regulated members will note completed activities on the learning plan's Activity Record (including dates).** It is important for regulated members to keep track of activities and outcomes on a regular basis. Learning activities *may* fall into any of the following groups:

- Attend conferences/workshops/in-services
- Case Studies
- Consultation with peers or others/job shadow
- Courses
- Research for delivery of presentations, learning materials
- Internet based research – webinars, podcasts, videos, etc
- Literature review – journal articles, books, web-based searches, etc
- Mentoring/Practical Training
- Study group/Journal club
- Work with College/Professional Association
- Rounds
- Other

For each learning activity, regulated members will be required to document the following details in the Activity Record:

- Date Completed
- Title – this would be title of the activity (write this as something that easily identifies the activity)
- Speaker/Host – this would be the individual/organization, website, author, etc. that hosted (or where you found) the activity
- Activity – select from drop-down list

What Activities can be Undertaken to Maintain Competence?

The range of activities that can be undertaken is wide and varied. Activities can be chosen to suit the individual competence plan, learning style and needs of regulated members. The most important concepts to keep in mind as activities are selected are that they should tie in to enhancing competence around the *Standards of Practice* while focusing on the regulated member's unique practice. Also remember that activities must be verifiable.

Examples of Activity Record

Building on the examples above (Learning Goals and Benefit to Practice):

Example #1

Learning goal: By the end of January, I want to learn more about personal health information and related legislation.

Benefit to practice: Increased knowledge/skill/competence

Activity Record: *Date Completed – Title – Speaker/Host*
9/15/2022 – Personal Information Act (PIPA) – AB Government website
10/4/2022 – Health Information Act (HIA) – AB Government website
10/7/2022 – Notes for discussion on learning – RD colleagues
11/2/2022 - Presentation on privacy in Alberta – Internship

Example #2

Learning goal: This year I want to learn about collaboration and negotiation principles as it relates to interprofessional health care teams.

Benefit to practice: Improved work environment

Activity Record: *Date Completed – Title – Speaker/Host*
8/7/2022 – Online workshop on collaboration and conflict – X PCN
9/14/2022 – Notes on “Working on working together” – Taylor & Francis Online
9/14/2022 - Read: Solid Negotiation Skills – Cleverley Associates

Activity Record – Verification Documentation

As noted earlier, regulated members must be able to verify their participation in activities related to their competence goals. Please save two pieces of verification for each activity completed.

Verification of activities might include but is not limited to *dated* combinations of the following:

- Course certificate / receipts *and* notes*
- Notes from rounds / education sessions
- Listing of references / resources used *and* summary of findings
- Contact information for colleagues consulted *and* description of case or issue discussed
- Course outline or program *and* notes*
- Copies of materials / presentations developed
- Meeting date(s), participant list *and* topic summary of journal club/ study groups
- Summary of ideas generated with colleagues on an identified practice issue or problem
- Written summary of literature review
- Description of a case study, research or other finding that impacted your practice

*Please note that proof of attendance at events, a certificate, or course outline *in the absence of other supporting documentation is not sufficient* to verify activity completion; supplying dated notes, for example, is an excellent way of demonstrating both attendance and learning from the activity.

Remember to keep all documentation current and available for review by the College. **Continuing competence program documentation is to be retained by regulated members for a minimum of three years.**

Regulated members should ensure that verification and supporting documentation is available in their files in the event of a document audit. Although hard copies and files may be retained, the College suggests that regulated members keep electronic files of activities completed, including all verification documentation. Participation in learning activities can be verified by retaining electronic copies of certificates, programs developed, receipts or references to internet sites, journal articles, written summaries of articles, other readings / learning resources, notes etc. These will be uploaded (as a PDF or image file) when requested to do so as part of the CCP document audit.

You are not required to submit / upload verification and supporting documents unless requested by the College, usually in the form of a document audit, however verification and supporting documentation may be called in for review at any time by the College.

In the case of a document audit, verification for a given activity will be required, as one single upload file (PDF document or image file (maximum 5 MB file)). When a regulated member has multiple forms of verification for one activity (for example, the citation or first page of an article read, and summary notes of the article's relevant content), the two pieces of verification must be combined into one file (PDF document or image file) for upload to the Learning Plan.

The document you choose to upload as activity verification must **demonstrate** that you completed the activity that you said you completed in the activity record.

Reflection on Learning: Guide to Writing Reflections

Reflections on Learning will continue to be required at renewal, to complete the CCP cycle for the past year.

At the beginning of the year, regulated members will have written two Learning Goals based on the CCP Self-Assessment, and one Learning Goal for each Restricted Activity they are authorized to perform; you will have set and updated the anticipated/achieved Benefit to Practice of completing each learning goal. Throughout the year, and/or at the time of renewal, regulated members will have entered completed learning activities into the Activity Record for each Learning Plan.

At renewal, it is time to reflect on learning. **Because *learning goals and activities* will be clearly visible on the Learning Plan, regulated members should not include this information in your Reflection on Learning.**

The reflection should include 2 components:

1. A summary of learning from the activities completed (and recorded in the Activity Record), i.e. “what you learned from your learning activities” and
2. “how your practice or competence has been enhanced”, which elaborates on the benefit to practice. The reflection can also include how you applied your learning in your practice, how your knowledge/skill changed your practice, etc.

Please be clear and concise in reflection writing. Avoid the use of acronyms or terms that may not be understood by others. There is a 1,000-character limit on all reflections.

When achieving learning goals ahead of renewal, the College encourages regulated members to prepare the reflections for each CCP goal. You may choose to either:

Remember, it is important to provide enough information in your reflection on learning so that, when audited, the Competence Committee can easily understand what was learned and how competence (knowledge, skill, attitude/judgment) as an RD/professional has been enhanced.

- write down your reflections on the provided learning plan worksheets (*Appendix 3* in this Manual), or
- type the reflections into a Word document. This will allow you to check the character count and will make it easy to copy and paste into the online submission for CCP goals in March.

For members who are not currently practicing dietetics:

Active practice in dietetics is not a requirement to maintain your registration with the College. Members may be on leave (ie. maternity, medical leave) or take an extended leave from active

practice in dietetics, but as part of maintaining their registration with the College, must also complete CCP each year.

When completing their CCP, members who are not in active practice should consider and explain how their annual learning enhances current competence and how the learning will be used in practice when they intend to return.

Examples of Reflections

Building on the examples above (Learning Goals and Benefit to Practice; Activity Records):

Example #1

Learning goal: By the end of January, I want to learn more about personal health information and related legislation.

Benefit to practice: Increased knowledge/skill/competence

Activity Record: *Date Completed – Title – Speaker/Host*
9/15/2022 – Personal Information Act (PIPA) – AB Government website
10/4/2022 – Health Information Act (HIA) – AB Government website
10/7/2022 – Notes for discussion on learning – RD colleagues
11/2/2022 - Presentation on privacy in Alberta – Internship

Reflection on Learning I learned that privacy legislation refers to the laws that enforce the collection, use and disclosure of one’s personal information. I learned that in Alberta the *HIA* mandates how you collect, use, disclose and safeguard patient’s health information, and *PIPA* governs how organizations collect, use, and disclose personal information. I know I’m more competent (and have more knowledge related to health information) because I incorporated my learning into the development of a guide to health information and shared it with Alberta interns; interns and the internship provided me with feedback that they understood privacy legislation better after I gave a presentation on the tool. I also feel more confident speaking about privacy issues with colleagues.

Example #2

Learning goal: This year I want to learn about collaboration and negotiation principles as it relates to interprofessional health care teams.

Benefit to practice: Improved work environment

Activity Record: *Date Completed – Title – Speaker/Host*
8/7/2022 – Online workshop on collaboration and conflict – X PCN
9/14/2022 – Notes on Working on working together – Taylor & Francis Online
9/14/2022 - Read: Solid Negotiation Skills – Cleverley Associates

Reflection on Learning I learned that collaboration for best patient outcomes takes understanding of all team members roles, trust and shared leadership and trust within teams. I learned that negotiation and conflict resolution skills work best when team members know one another and have a vested

interest in patient outcomes. I also gained experience role playing with two of my team members during the PCN workshop which enhanced my confidence in my negotiating skills. I know I am more competent in this area and within my team, as I am more confident having difficult discussions within the team, and in my performance review, my manager acknowledged my leadership in this area and how it led to enhanced collaboration to meet patient care needs.

In these examples, notice how the learning goal and summary of learning activities completed is not noted in the reflection, because the learning goal and specific learning activities can be seen by the regulated member and the College on the Learning Plan. In other words, do not repeat or list your activities within your reflection.

Submitting Learning Plans

Each year of registration regulated members of the College of Dietitians of Alberta must submit their Continuing Competence Program (CCP) submissions online. Registration renewal runs from March 1 to March 31 each year. You will receive an email in late February reminding you of when renewal will begin.

Please refer to the **Guide for Using the Registrant Portal**, as found on the College website, for more information on submitting learning plans.

Regulated members will be required to submit CCP learning plans and reflections for the previous registration year as well as indicate what their proposed CCP learning goals will be for the upcoming registration year. Please note that the proposed learning goals can be updated at any time during the year under “My Learning” section of the [Registrant Portal](#).

At any time throughout the year, regulated members can access the Registrant Portal to review and update their CCP Learning Plans as proposed during renewal last year. When completing renewal, regulated members will be required to enter the reflections for each goal and then submit the entire CCP. As noted above, if you have completed your goals ahead of renewal, the College encourages you to prepare the reflections for each CCP goal.

Regulated members are required to submit a minimum of two Learning Plans each year (with additional learning goals for each restricted activity authorization). Online CCP learning goal submissions consist of the following mandatory fields for each goal:

- Standard (as determined by CCP Self-Assessment)
- Indicator (as determined by CCP Self-Assessment)
- Learning Goal (500-character limit)
- Benefit to Practice
- Activity Record (log of Learning Activities)
- Reflection on Learning (1,000-character limit)

Audits

There are two types of audits completed annually by the College and Continuing Competence Committee: Review Audits and Document Audits.

A **review audit** is an internal College process of ensuring regulated members' CCP Learning Plans are adequately completed, and that reflections match and are appropriate to their set learning goals.

A **document audit** includes a request from the College to submit/upload dated verification documentation for each learning activity completed. The document audit also includes a review of your Continuing Competence Program Learning Plan (learning goals, learning activity record, benefit to practice and reflection on learning).

If a regulated member is selected for a document audit, the regulated member will be contacted by the College and must upload Continuing Competence Program learning activity verification of participation documentation and respond to any questions from the College with respect to their competence program.

Non-Compliance with the Continuing Competence Program

The College will provide direction to regulated members when competence programs do not meet established evaluation criteria. Regulated members must undertake any additional actions related to their program as directed by the College. Failure to comply with the directions provided by the College may result in conditions on, suspension, or cancellation of the practice permit.

Review Audit Requirements

The College randomly selects one third of all regulated members to be included in the review audit each year in April. Because regulated members have completed their Learning Plans as a requirement of Registration Renewal, there are currently no further requirements of members.

Following random selection, the Continuing Competence Committee completes its review of selected members' submissions. Specifically, the Committee will be looking for:

- Are the learning goals clear? Is what the member wants to learn about clearly identified and tied to the selected indicator?
- Are the Activity Records satisfactory? Are Activities relevant to the identified learning goal?
- Are the Reflections on Learning adequate? Was a summary of learning from activities identified and was there evidence that the learning was applied in practice (or practice enhanced) for each reflection?

The Committee determines an outcome for each member's CCP Review Audit and provides notice to the member indicating whether the CCP submission:

- meets requirements of the CCP; or
- meets requirements but requires a review of the learning plan/reflection writing process; or
- does not meet requirements and must re-submit requested components of the Learning Plan/Reflection on Learning in a Word document directly to the Director of and Professional Practice.

If a regulated member does not meet requirements and must re-submit their reflection (or learning plan), they will automatically be directed for a Review Audit of the CCP Learning Plan the following year.

Document Audit Requirements

10% of regulated members selected for Review Audit are randomly selected for a Document Audit. Members selected for Document Audit will receive a notice from the College indicating that they must submit (upload) their verification documentation for each Learning Activity in their Learning Activity Record within 30 days.

The Continuing Competence Committee will review Learning Plans and Reflections for each of the selected members and will also review the submitted verification documentation for each Learning Activity.

The evaluation criteria that will be used in a document audit includes:

- Are the learning goals clear? Is what the member wants to learn about clearly identified and tied to the selected indicator?
- Are the Activity Records satisfactory? Are Activities relevant to the identified learning goal?
- Are the Reflections on Learning adequate? Was a summary of learning from activities identified and was there evidence that the learning was applied in practice (or practice enhanced) for each reflection?
- Did the regulated member upload/submit adequate verification documentation for each activity completed? Did the verification confirm completion of the activity? If not, what was missing?

The Committee will determine an outcome for each member's CCP Document Audit and provide notice to the member indicating whether the CCP submission:

- meets requirements (no further follow-up required); or
- meets requirements but requires a review of the learning plan/reflection writing/activity record writing or submission requirements; or

- does not meet requirements and must:
 - re-submit requested components of the CCP Learning Plan in a Word document directly to the Director of Professional Practice, and/or
 - re-submit activity verification directly to the Director of Professional Practice.

If a regulated member does not meet requirements and must re-submit their Reflection, Learning Plan, and/or Activity Verification, they will automatically be directed for a Review Audit of the CCP Learning Plan the following year.

Section 5: Resources Available to Regulated Members

The following documents can be found on the College website, under [About Us – Regulatory Documents](#):

- *Health Professions Act (2000)*
- *Registered Dietitians and Registered Nutritionists Profession Regulation (2004)*
- *Code of Ethics (2008)*
- *Standards of Practice (2018-2023)*

The following documents can be found on the College website, under [For Dietitians – Registration Renewal - Important Resources for Renewal and CCP](#):

- Guide for Using the Registrant Portal
- Demo Videos on CCP process in Registrant Portal
 - How to Update CCP Activity Record
 - How to Submit CCP Learning Plans (Renewal)
 - How to Complete the CCP Self-Assessment
 - How to Create CCP Learning Plans (Renewal)
 - How to Create CCP Learning Plans (during the year)
 - How to Add a Restricted Activity to Current Learning Plans
 - How to navigate through the CCP Audit Process
- CCP Infographic for Renewal Process

Appendix 1: Removed *Standard of Practice* Indicators for Continuing Competence Program Self-Assessment

These indicators are not included in the College’s CCP Self-Assessment as they are not applicable for setting learning goals to enhance competent practice.

Standard 6: Competence	a. Provide professional services within the limits of their qualifications and personal level of competence.
	b. Evaluate their own practice and participate in continuing professional development to identify and address learning needs.
	c. Identify practice situations beyond their personal level of competence and consult, refer, and/or obtain further knowledge and skills to provide professional services.
	d. Maintain competence in present area(s) of practice, incorporating evidence into professional services.
	f. Comply with the CDA continuing competence program, adhering to all applicable legislative and regulatory requirements.
	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).
	h. Comply with practice hour requirements as set out by CDA.
	i. Adhere to CDA requirements for practicing restricted activities.
	Standard 12: Professional Practice Obligations
b. Hold a valid practice permit/license and practice in compliance with applicable legislative and regulatory requirements.	
c. Maintain a level of personal and professional conduct that upholds the integrity and dignity of the profession and sustains public confidence.	
d. Comply with duty to report requirements in accordance with applicable legislation, regulations, and/or organization/employer policies.	
e. Report abuse, incapacity, incompetence or unprofessional conduct to the appropriate authority, in accordance with applicable legislation, regulations, and/or organization/employer policies.	
f. Take responsibility and be accountable to practice within their personal level of competence.	
g. Provide supervision, mentoring, and direction to those under their supervision (e.g., students, dietetic interns/nutrition practicum students, staff, volunteers).	
h. Accurately represent their professional qualifications, experience, knowledge, and skills.	

	<p>i. Voluntarily withdraw themselves from professional practice when circumstances exist that impair their professional judgment, impact competence, or that may cause harm to clients.</p> <p>j. Ensure they have the appropriate practice permit/license to deliver services by virtual dietetic practice.</p> <p>k. Use provincially protected titles.</p> <p>l. Hold professional liability insurance prior to providing professional services.</p> <p>m. Perform restricted activities that are regulated by CDA, only when authorized to do so and in compliance with legislative and regulatory requirements.</p> <p>n. Comply with continuing competence program requirements, and where applicable, minimum practice hours.</p>
Standard 14: Record Keeping	a. Document, sign, and date complete, accurate, timely records related to professional services.
Standard 16: Sexual Abuse and Sexual Misconduct Prevention	16.1 Registered Dietitians abstain from conduct, behaviour, or remarks towards patients that constitutes sexual abuse or sexual misconduct as defined in the <i>Health Professions Act</i> .
	16.2 The Registered Dietitian or former Registered Dietitian does not engage in a sexual relationship with a former patient (or their immediate family member) until at least one year has passed from the time of the last documented health care/professional service interaction.
Standard 17: Continuing Competence Program Requirements	Registered Dietitians maintain competence in practice through self-directed continuing competence planning in order to provide safe, ethical professional services. Registered Dietitians demonstrate compliance with College Continuing Competence Program Requirements, by participating in and complying with the program, review audits, document audits and as requested by the Registrar.
Standard 18: Prevention of Female Genital Mutilation	Registered Dietitians do not procure or perform Female Genital Mutilation.

Appendix 2: Practice Profile

Competence Year: 20 / 20

The practice profile 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 complete 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.⁵

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):

⁵ Adapted from College of Dietitians of Alberta (2018). *Standards of Practice*. Available on College website.

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):

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.

Appendix 3: Learning Plan Worksheets

20 ____ / 20 ____ Worksheet

This Learning Plan relates to:	Standard # ____ Indicator # ____
--------------------------------	---------------------------------------------------

Learning Goal

Specific to the identified performance indicator, my learning goal is:

Benefit to Practice

- | | |
|---------------------------------------------------------------------|---------------------------------------------------------------|
| <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 | <input type="checkbox"/> Improved Patient Care |

Activity Record

Date Completed	Title	Speaker/Host

Reflection on Learning

Reflect on the impact of your learning goals and activities to the enhancement of your practice as a professional. Maximum character count is 1000 characters, including

- 1. A summary of learning from the activities completed (and recorded in the Activity Record), i.e. "what you learned from your learning activities" and
- 2. "how your practice or competence has been enhanced", which elaborates on the benefit to practice. The reflection can also include how you applied your learning in your practice, how your knowledge/skill changed your practice, etc.

Appendix 4: *Standard of Practice* Indicators for Continuing Competence Program (CCP) Self-Assessment

These indicators are included in the College’s CCP Self-Assessment, to be completed online each year.

Standard 1: Assessment and Interventions	a. Obtain client consent for professional services.
	b. Obtain, review, and interpret relevant assessment data.
	c. Collaborate and communicate with client to determine goals/plans and interventions.
	d. Implement, coordinate, and document the provision of client-centred interventions.
	e. Monitor, evaluate, and document the impact of interventions in achieving identified outcomes, proposing alternative interventions if goals have not been achieved.
	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.
Standard 2: Boundaries	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.
	b. Establish and maintain appropriate professional boundaries in relationships with clients and team members.
	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).
	d. Obtain consent prior to touching a client.
	e. Refrain from entering professional relationships when current or previous personal, financial, employment, and/or legal affiliations would compromise professional services or integrity.
	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).
	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.
Standard 3: Client-Centred Services	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).
	b. Collaborate with clients to identify and develop goals, plans, and interventions to meet their unique needs.
	c. Acknowledge and respect clients' rights to autonomy and decision making over their own health.
	d. Advocate for and guide changes on behalf of clients to support their health and well-being when required.
Standard 4: Collaborative Practice	a. Contribute professional knowledge to discussions and interactions with clients and team members.
	b. Clarify and explain their professional roles and responsibilities in discussions with clients and team members.
	c. Respect clients' and team members' perspectives and responsibilities, while acknowledging overlapping roles and scopes of practice.
	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.
	e. Effectively manage conflict with clients and team members.
	f. Communicate clearly and respectfully with clients and team members, at all times to facilitate collaboration.
Standard 5: Communication	a. Be clear and respectful in all verbal, nonverbal, and written communication.
	b. Maintain clients' privacy and confidentiality in all forms of communication.
	c. Use strategies to promote effective communication (e.g., active listening, empathy).
	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).
	e. Use strategies to facilitate clients' comprehension and learning (e.g., opportunity for questions, teach back, appropriate literacy levels).
	f. Communicate with professional integrity and maintain appropriate boundaries in all communication formats at all times.
	g. Document professional communications accurately and in a timely manner as required.

Standard 6: Competence	e. Acquire the knowledge and skills to practice competently in emerging practice areas as required.
Standard 7: Conflict of Interest	a. Recognize any situations in which a conflict of interest could have an impact on their professional judgment.
	b. Avoid any conflict of interest in which professional services could be compromised.
	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.
	d. Document any conflict of interest, the efforts to manage it, and the outcome(s).
	e. Provide options for the provision of services and/or products when a conflict of interest exists.
	f. Refrain from accepting personal incentives from service and/or product sponsors when the Registered Dietitian stands to profit personally and/or financially.
	g. Refrain from offering incentives to clients that places the Registered Dietitian’s personal gain above their professional responsibilities.
Standard 8: Consent	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.
	b. Obtain client consent prior to the provision of services and document as required.
	c. Take all reasonable steps to ensure that consent is given freely, without evidence of coercion.
	d. Inform clients in a timely manner of proposed changes to the agreed-upon intervention plan and/or provide new information relevant to consent.
	e. Respect clients’ rights to: make choices, consult, and request additional information; refuse proposed interventions; and withdraw previously provided consent at any time.
	f. Obtain approval from the appropriate research ethics board and consent from clients participating in research studies.
Standard 9: Evidence-Informed Practice	a. Access and critically appraise current and applicable evidence.
	b. Incorporate evidence, using critical thinking and professional judgment, when providing client-centred, professional services.
	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.
	d. Use the feedback obtained from continuous quality improvement activities to improve professional services.

	e. Contribute to new knowledge, by participating in data collection and practice-based research as feasible, conforming to applicable research ethics guidelines and processes.
Standard 10: Fees and Billing	a. Be responsible and accountable for all billing under their registration number.
	b. Ensure that fees charged for professional services and/or products are fair, reasonable, and justifiable.
	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.
	d. Maintain comprehensive records regarding the provision of professional services and/or sale of products.
Standard 11: Privacy/Confidentiality	a. Ensure client consent is obtained prior to collecting or disclosing personal, organizational, and/or business information, unless duty to report obligations is required.
	b. Access and collect only the client information that is essential to carry out the provision of safe, competent, ethical services.
	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.
	d. Avoid conversations about clients and/or professional services provided that can be overheard and/or breach privacy and confidentiality.
Standard 13: Promotion/Advertising	a. Engage in advertising that is truthful, objective, and accurate.
	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.
Standard 14: Record Keeping	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.

	<p>c. Secure all personal client information through appropriate use of physical, technical, and electronic safeguards to protect the privacy and confidentiality of client information.</p>
	<p>d. Maintain complete and accurate financial records for all relevant professional services.</p>
	<p>e. Maintain equipment service records (e.g., preventative maintenance logs) according to applicable legislative, organizational/employer, and manufacturer recommendations.</p>
	<p>f. Plan for and ensure the transfer or disposition of records when leaving a position or ceasing to practice.</p>
Standard 15: Safety and Risk Management	<p>a. Comply with occupational health and safety legislation, best practices in infection prevention and control, and organization/employer policies and procedures.</p>
	<p>b. Maintain certification(s) related to infection prevention and control, and occupational health/workplace safety, as applicable.</p>
	<p>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).</p>
	<p>d. Comply with reporting and follow up procedures related to adverse events, emergency situations, and/or incidents involving workplace safety.</p>
	<p>e. Comply with food safety standards in the provision of professional services.</p>
	<p>f. Participate, as required, in continuous quality improvement activities to promote and support safe, competent, ethical professional services (e.g., questionnaires, chart audits).</p>

Appendix 5: Restricted Activity Indicators for Continuing Competence Program (CCP) Self-Assessment

These indicators are included in the College's CCP Self-Assessment for regulated members who have Restricted Activity authorizations, to be completed online each year in addition to the mandatory CCP Self-Assessment (Appendix 4).

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

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

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

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

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

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

RA 3.9 Performs CPR if required.

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

RA 5.1 Assesses appropriateness / safety of drugs for sample distribution.

RA 5.2 Assesses client ability to understand and comply with instructions for drug use.

RA 5.3 Demonstrates administration of drugs.

RA 5.4 Educates client regarding the drug sample provided and its use.

RA 5.5 Instruct client in side and adverse effects related to the drug sample provided.
