



Continuing Competence Program

New Brunswick Association of Dietitians

Member's Guide

New Brunswick Association of Dietitians

Mailing Address:

Box 27002, 471 Smythe Street

Fredericton NB E3B 9M1

Email: registrar@adnb-nbad.com

Table of Contents

Introduction.....	3
Definition and Rationale.....	3
OVERVIEW:Continuing Competence Program Components	3
Goal Setting.....	4
Quality Assurance Audit Process.....	5
General Instructions.....	5
Step 1- Self Assessment	6
Step 2- Learning Goals.....	7
Step 3 – Evaluation of Learning Goals	7
Portfolio	8
Appendix 1 SMART Goal Checklist	9
Appendix 2 Sample SMART Goals for each Practice Area	10

Introduction

As members of the New Brunswick Association of Dietitians it is your responsibility to maintain professional competence throughout your career. This is required by the NBAD Act, Regulations, Bylaws, Policies and procedures as well as code of ethics. By ensuring Registered Dietitians engage in continuing education, NBAD fulfills its mandate of public protection by ensuring the New Brunswickers receive the very best level of practice from Registered Dietitians.

The NBAD Continuing Competence Program (CCP) is structured to support and ensure Registered Dietitians continuously update knowledge, skills and judgement to reflect their current area of practice.

Definition and Rationale

Dietetic competence is the ongoing ability to integrate the appropriate dietetic knowledge, skill, judgement and attitude required to practice safely and ethically in a specific practice area, throughout your career. While NBAD provides the structured program, the primary responsibility for maintaining competence rests with the member.

The Continuing Competence Program is based on the NBAD Code of Ethics, Act, Bylaws and Regulations as well as the Integrated Competencies for Dietetic Practice (ICDEPs), 2013. All who are licensed as active or temporary members of NBAD need to maintain a learning portfolio as documentation of your commitment to lifelong learning and improving competency as a healthcare professional.

Overview of the Continuing Competence Program Components

The Continuing Competence Program has four components:

- Portfolio checklist (required)
 - Maintain a professional portfolio on an ongoing basis
 - Submit the Portfolio Checklist every year
- Step 1 : Self- Assessment (recommended)
 - This is a crucial step in the process because learning will only be meaningful and impact practice if it relates to the registered dietitian's learning needs.
- Step 2: Identify your 2 learning goals for the coming year (required)
 - Set two new goals to improve on professional competencies each year
- Step 3: Evaluate your learning goals for past year (required)
 - Through critical reflection, evaluate your development of professional competencies

Goal Setting -

Goal setting is a powerful process for thinking about your ideal future and for motivation to turn your vision into reality.

- Using the Step 1 resource to reflect upon the profession's expectations for practice is key in assisting you to determine your competency goals each year.
- Other documents that may also serve to assist you in self-reflection and determine meaningful goals are: the NBAD Code of Ethics, Standards of Practice, and best-practice guidelines pertinent to your current scope of dietetic practice.
- If you are planning to change your scope of practice, it is important to pre-emptively update knowledge, skills and judgement in the new area of practice.
- Members report they find consulting with mentors, peers or colleagues helps in developing their learning goals and activities.

The strongest goals are observable, measurable, and have end-results with one or more achievable objectives.

S Specific - to your needs and applicable to your practice

M Measurable - real objectives that can be achieved through planned learning

A Attainable - learning that can be accessed by you where you are

R Realistic - real for you to fit your learning needs, your life and work environment

T Timely - achievable within the next few months or within the current registration year

An example of a 'non-SMART' goal:	Why is not acceptable	Making it a SMART goal
"This year, I will develop a policy manual for my area of practice"	It is an employment based goal, not dietetic competency related It is not specific	"This year I will research best practices, review pertinent policies, consult with experts in my area of practice sufficiently to develop and implement a revised policies related to food services for dysphagic patients"
"By the end of this year, I will reduce patient wait time"	It is an employment based goal, not dietetic competency relate It is not measurable	"By the end of this year I will review various approaches to effectively deliver dietetic counselling to inpatients with the goal of reducing wait times. I will meet this goal sufficiently with implementation of the new approach and have audited wait times to indicate improvement".

Quality Assurance Audit Process

Each year, 20% of NBAD members will be randomly selected to participate in the audit process. Please review carefully the audit process as per policy 8.1.2:

- Members selected for the audit will be notified **on January 16th** by email that their continuing competency program portfolio will be audited.
- The audit process will require submission of the following documents on or before **January 31st** deadline:
 - Step 3 for 2016**
 - Step 2 for 2017**
 - Portfolio document for 2016**
 - Supporting documentation:**
 - Documentation of learning activities. This can be done by retaining copies of certificates, programs, receipts, or references to internet sites, journal articles or other learning sources.
 - Documentation of achievement of goals. This can be done by retaining evidence of the outcomes related to your goals. For Example references, presentations, pamphlet, recommendations, results of an audit, newly developed or revised material or plans for a new program.
- The QA committee will review the QA audit submission and report back to the member within 1 week.
- When the QA committee requests the member to revise the goals or add documentation; the member will submit revisions before **February 21st**.
- All audits will be confidential; the registrar will block out the name and replace with an identification number.
- Please note all revisions need to be submitted and approved by the QA committee prior to the renewal of registration (March 15th) ; except in cases where the member is referred to the Board of Directors for nonparticipation.

Coaching and assistance from the QA committee will be made available throughout this process.

Members are asked to retain all supporting documentation for five years.

General Instructions

Documents will be provided to all eligible members by email from NBAD. For forms, additional tools and documents, the members-only side of the NBAD website will have access to all necessary documents.

1. Access the members-only side of NBAD website www.adnb-nbad.com for tools to assist you in the completion of your CCP. Documents that require completion and submission to NBAD will also be emailed to members by NBAD. Website log-in:
 - a. Username: member
 - b. Password: nbad20x
2. Complete Step 1 (“Self Assessment Tool”) and Step 2 (“Step 2 - Identify your Learning Goals”).
3. Save Step 2 file, renamed as: your NBAD#.Step2.year.doc
 - a. example: 543.Step2.2016.doc

If you are planning a vacation during this period, please be proactive as NBAD is obligated to follow the deadlines!

4. Email Step 2 to NBAD. Email: registrar@adnb-nbad.com
5. The document must be typed; not hand-written.
6. Step 2 must be received or postmarked on or before January 15 each year
7. If you have submitted Learning Goals the previous year to NBAD, you must also complete the Step 3 – Evaluation of Learning Goals document and submit to NBAD by January 15th.
8. For the following years, all Step 2 and Step 3 must be received or postmarked on or before January 15 of each year.

Step 1- Self Assessment

The first component of the **Continuing Competence Program** is Self Assessment using the Step 1 – Self Assessment Tool. Self Assessment is a systematic way for members to reflect on their practice using the Integrated Competencies for Dietetic Education and Practice (ICDEPs). Working through the *Self-Assessment Tool* helps members to identify their strengths and areas that provide an opportunity to renew or update their knowledge and skills. Members can complete the *Self-Assessment Tool* independently or with mentors, colleagues or peers. It is recommended the self-reflection tool be used annually.

The 5 Professional Competency areas are:

Standard 1: Professional Practice

Assumes responsibility and accountability in the provision of competent, safe, ethical, professional practice.

Standard 2: Communication and Collaboration

Communicates effectively and practice collaboratively with individuals and groups in the provision of professional services.

Standard 3: Nutrition care

Maintains competence in dietetic practice to provide services to meet the nutrition care needs of individuals.

Standard 4: Population and Public Health

Provides professional services to promote nutrition health of groups, communities and populations.

NBAD Standards of Practice and Integrated Competencies for Dietetic Education and Practice

Standards 1 and 2 are applicable to all members. Standards 3 to 5 are applicable to members practicing in specific practice area(s).

The NBAD Standards of Practice were adapted from the Integrated Competencies for dietetic education and Practice (2013) produced by the Partnership for dietetic education and Practice (PDEP).

Each Standard of Practice has several essential competencies and related performance indicators illustrating how the standard can be applied.

Standard 5: Management

Manage programs, projects and services related to dietetics.

Self-Assessment Process

The self assessment process consists of 2 activities:

1. Carefully review the Standards of Practice and Integrated Competencies for Dietetic Education and Practice (see NBAD website).
2. Complete the Step 1 - Self Assessment Tool *including the Competency Scale* for each *Performance Indicator that applies to all NBAD members (Standards 1 and 2) and to your area of practice (Standards 3-5)*

Step 2- Learning Goals

Learning Goals are based on each member's **Step 1- Self Assessment** and address areas a member identified as needing action to meet specific Standards of Practice, Integrated Competencies and Performance Indicators. **2 goals are to be submitted annually.**

Use the form: "Step 2 – Identify your Learning Goals". It includes Learning Goal 1 (pages 1-3) and Learning Goal 2 (pages 4-6). The form is sent by email to members from the Registrar and is also available for download from the NBAD website.

The *Learning Goal* planning process consists of 5 activities:

1. Identify **two** learning goals from your *Step 1 – Self Assessment* as it relates to your practice. Your goals should be SMART (see below and Appendix 1 for additional examples of learning goals).
2. Identify triggers for each learning goal.
3. Identify learning activities to achieve each learning goal.
4. Indicate evidence to show how each goal will be achieved.
5. **Submit "Step 2 - Identify your Learning Goals" annually to the NBAD office.**

If you identify any "DEV" level priorities, at least one of your learning goals should relate to this indicator.

Step 3 – Evaluation of Learning Goals

Members complete their evaluation of their previous year's goals by answering five questions about each learning goal.

Use the form: "Step 3 – Evaluation of Learning Goals". It includes Learning Goal 1 (pages 1-2) and Learning Goal 2 (pages 3-4). The form is sent by email to members from the Registrar and is available for download from the NBAD website.

Evaluation of Learning Goals process consists of 6 activities:

1. **Confirm** completion or progress of each goal identified.
2. **Identify** learning activities used to complete or work on each goal.
3. **Explain** how learning affected professional growth for each goal.
4. **Explain** how the application of your learning will impact your practice or why you were unable to apply your knowledge.
5. **Save your Step 3** – Evaluation of Learning Goals document by changing the file name: yourNBAD#.step3.year assessed. I.e. the year assessed is the year that just passed (2016) in which you reached your goals. 534.step3.2016
6. **Submit “Step 3 - Evaluation of Learning Goals” annually to NBAD office after your first year of submitting Step 2 – Identification of Learning Goals.**

Portfolio

An important element of your competence plan involves keeping track of your learning activities and outcomes on an ongoing basis. One of the program requirements is that you be able to verify your participation in learning activities related to your identified learning goals. Your portfolio provides documentation of this process.

Include the following information in your portfolio:

- Your yearly submission for the Continuing Competence Program.
- A list of activities and/or outcomes related to each goal.
- Documentation of learning activities. This can be done by retaining copies of certificates, programs, receipts, or references to internet sites, journal articles or other learning sources.
- Documentation of achievement of goals. This can be done by retaining evidence of the outcomes related to your goals, such as examples of references, presentations, recommendations, newly developed or revised material or plans for a new program.
- A brief reference to supporting documentation that is in your files using the **Portfolio** form. NBAD may request to review your documentation records and supporting documents at any time. NBAD will audit member's Continuing Competence Program including your portfolio of documentation a minimum of every 5 years. **Keep all supporting documentation for five years.**

Appendix 1: Your SMART goal checklist

Check each of your goals and see if they measure up!

Are they Specific? Yes or No

Is your goal concrete, detailed, focused and well defined? Do you know exactly what you want to accomplish with all the details?

Are they Measurable? Yes or No

How will you know when you reach your goal? Can these measurements be obtained? Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress.

Are they Action Oriented? Yes or No

Is your goal described with action verbs?

Are they Realistic? Yes or No

Do you have the resources available to achieve your goal? Do you need to revisit priorities to make this happen? Is it possible to achieve this goal?

Are they Time Sensitive? Yes or No

Have you set a deadline for the achievement of your goal? When will you accomplished your goal?

Appendix 2: Sample SMART goals:

Management

By the end of next year, I will use a variety of indicators in order to evaluate the quality of clinical nutrition services offered and I will be able to identify improvement opportunities.

By the end of next year, I will seek continuing education activities in order to efficiently apply collaboration and negotiation principles in team work.

By the end of next year, I will seek learning activities related LEAN principles and will be effectively applying these principles which will result in optimised menu management procedures.

Nutrition Care

By the end of next year, I will have developed my knowledge of dysphagia by researching and observing patient meal intakes and I will be able to screen dysphagia problems and recommend appropriate nutritional plans for patients with dysphagia.

By the end of next year, I will have made a comprehensive review of recent guidelines for screening, preventing and managing malnutrition for hospitalized patients in order to develop and apply an appropriate program in my workplace.

By the end of next year, I will have updated my knowledge on the Nutrition Care Process Terminology (NCPT) documentation in order to document a nutritional diagnosis and demonstrate an improved analysis in patient record.

Communication & collaboration

In the end of next year, I will demonstrate improved communication skills when delivering dietetics related messages both verbal and written communication. As I do a lot of radio segments and write for a newspaper I want to ensure that my message is clear, effective and reflective of the needs of my audience. I expect to meet my goal by reading articles, following webinars and / or attend conferences.

Population and Public Health

By next year, I will update my knowledge, skills and judgement in the area of food security. I will integrate population health principles and current research related to addressing this issue and will result in established strategies and action plans to meet population health goals and objectives.

By next year, I will update my knowledge skills and judgement related to infant nutrition (pre term and full term) in order to review and update nutrition assessment and intervention tools as well as pamphlets.

Professional Practice

By the end of next year, I will review the Right to Information and Protection of Privacy Act (RTIPPA) and reflect on my dietetic practice, sufficiently to develop and implement an annual audit of my private dietetics practice.