

New Brunswick
ASSOCIATION OF DIETITIANS



L'ASSOCIATION DES DIÉTÉTISTES
du Nouveau-Brunswick

Continuing Competence Program

Member Workbook

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Program Requirements

The New Brunswick Association of Dietitians (NBAD) Continuing Competence Program (CCP) is structured to support and ensure you as an Active or Temporary Member continuously update your dietetic competence.

Dietetic competence is the ongoing ability to integrate the appropriate dietetic knowledge, skill, judgement and professionalism required to practice safely and ethically in a specific practice area. As a member of the NBAD, it is your responsibility to maintain professional competence throughout your career as a Registered Dietitian. This is required by the NBAD Dietitians Act, Regulations, By-Laws, Policies, as well as NBAD Code of Ethics.

NBAD's mandate is public protection and to ensure the population receives the very best level of practice from you as a Registered Dietitian. The CCP is based on the NBAD Dietitians Act, Regulations, By-Laws and Code of Ethics as well as the Standards of Practice and Essential Competencies for Dietetic Practice adapted with the Integrated Competencies for Dietetic Education and Practice (ICDEP). As an Active or Temporary Member of NBAD, you need to maintain a learning portfolio as documentation of your commitment to lifelong learning and improving competence as a healthcare professional.

Overview of the CCP Workbook

The CCP Workbook has four components:

Step 1: Self-Assessment

This is a crucial step in the process because learning will only be meaningful and impact your practice if it relates to your learning needs.

Step 2: Learning Goals

As a result from your Self-Assessment (Step 1), set **two** relevant learning goals for the coming year.

Step 3: Activity Log

Complete your learning activities.

Maintain a learning Activity Log of all your learning activities and keep supporting documentation to confirm what you did. You must submit supporting documentation only if your CCP submission is audited.

Step 4: Self-Reflection

Answer the self-reflection questions to critically evaluate the impact of your learning activities and achievement of your learning goals.

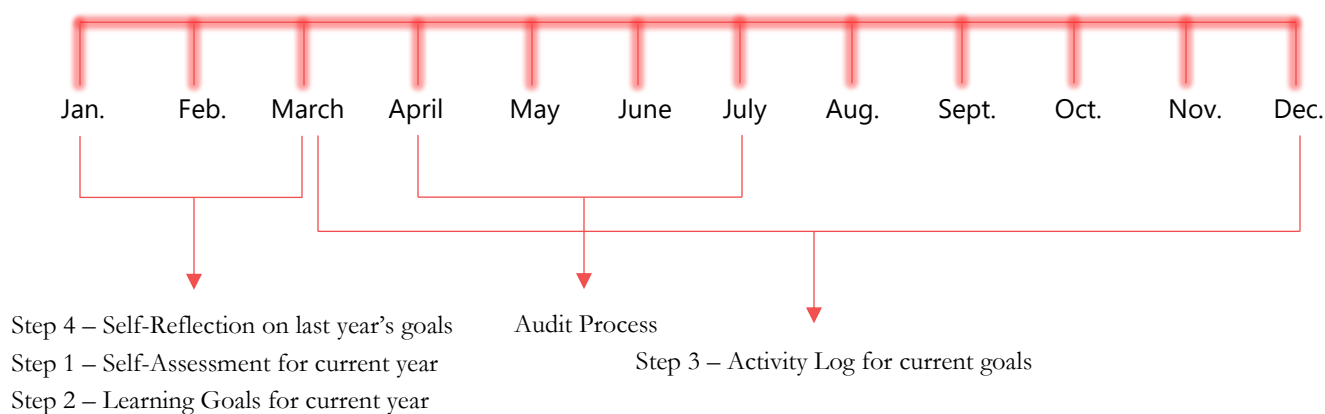


Using the CCP Workbook

You can find the CCP Workbook on the NBAD website. You should download a copy of the CCP Workbook to complete all four steps of the CCP.

The CCP Workbook is a tool available to members to guide them through the four steps of the CCP. The CCP Workbook is not mandatory to complete and submit; however, we strongly encourage you to use it to draft your online CCP submission.

CCP Annual Timeline



As part of the online registration renewal, between March 1 to March 31, you will enter your self-reflection for achievement of last year’s learning goals on the online CCP submission. You will also set your learning goals for the upcoming year and will be able to update them throughout the year.

Step 1 – Self-Assessment

Self-assessment is a systematic way for you to reflect on your practice using the adapted NBAD Standards of Practice and Essential Competencies for Dietetic Practice. These are the standards of practice and competencies that all dietitians must demonstrate in order to become registered and which must be maintained through continuing competence activities.

The *Self-Assessment Tool* helps you:

- identify both your strengths and any areas of practice that require an update of your knowledge and skills, and/or
- identify the competency/performance indicator that will be addressed by learning that you have planned.

You can complete the *Self-Assessment Tool* independently or with mentors, colleagues or peers. It is required to use the *Self-Assessment Tool* annually.

Standards of Practice	Applicable, but not limited to:
Standard 1: Professional Practice Standard 2: Communication and Collaboration	All members
Standard 3: Nutrition Care	Members practicing in the area of client care
Standard 4: Population and Public Health	Members practicing in the area of community and population health
Standard 5: Management	Members practicing in the area of organization management and of foodservice systems management



How to complete your self-assessment

- Complete the *Self-Assessment Tool* to reflect upon the profession's expectations for practice is key in assisting you to identify your learning goals each year.
- Other documents that may also serve to assist you in self-assessment and determine meaningful goals are: NBAD Code of Ethics, ICDEP and best-practice guidelines pertinent to current dietetic practice.
- Consider reflecting on the following questions to guide your self-assessment:
 - What are my current dietetic practice area(s) and / or professional interests? If you have multiple areas of practice, list them all. If you are not currently employed or volunteering in dietetics, describe areas of interest within dietetics.
 - Does my dietetic practice involve specialized areas of knowledge and/or include performance of any high-risk activities? Consider what knowledge and skills are needed to remain competent in this specialized area of practice.
 - What trends (professional, societal, environmental) are affecting or will affect my dietetic practice in the short and long term? Consider trends that are impacting or may impact the dietetics profession as well as factors such as workplace change.
 - What knowledge and / or skills do I need to respond to stay current in my dietetic practice and / or respond to the changes identified in the previous question?
- If you are planning to change your scope of practice, it is important to proactively update knowledge, skills and judgement in the new area of practice.

Self-Assessment Tool

For each Standard of Practice, there are Practice Competencies which are further divided in to Performance Indicators. For each Performance Indicator, reflect on your current knowledge and skills, then click a box to rate your current competence using the following key:

C = Competent: have the knowledge / skills required to provide competent, safe, professional service

D = Desire for improvement: would like to further enhance knowledge / skills

NA = Not applicable: does not apply to my current practice

Please note that the term **"client"** may mean an individual, family, designated prosecutor, group, agency, government, employer, employee, business, organization or community who is the direct or indirect recipient of the Registered Dietitian's expertise.

Standard 1: Professional Practice

Demonstrate professionalism.

This standard applies for all members.

Practice Competencies

Competency 1.1 Complies with federal, provincial / territorial and regulatory requirements relevant to dietetic practice.

Performance Indicators	C	D	NA
1.1.1 Practices in compliance with applicable federal provincial / territorial and regulatory legislation, regulations, by-laws and policies. <i>May include: health profession acts, protection for person in care acts, advanced health care directives act, health information protection acts, freedom of information and protection of privacy acts, etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.2 Practices in compliance with regulatory scope of practice, standards of practice and codes of ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.3 Maintains client integrity, confidentiality and privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.4 Obtains informed consent as required prior to providing services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.5 Provides services considering the best interests of the individual and his needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.2 Practices according to organizational requirements.

Performance Indicators	C	D	NA
1.2.1 Provides services in compliance with designated role and job description within practice setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2 Practices in compliance with applicable policies and directives specific to practice settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.3 Practices within limits of individual level of professional knowledge and skills.

Performance Indicators	C	D	NA
1.3.1 Reflects upon and articulates individual level of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.2 Addresses situations beyond personal capacity by consultation, referral, or further learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.4 Addresses professional development needs.

Performance Indicators	C	D	NA
1.4.1 Does self-assessment to identify learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2 Develops and pursue a learning plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3 Integrates learning into practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.5 Uses a systematic approach to decision making.

Performance Indicators	C	D	NA
1.5.1 Makes and justifies decisions in consideration of ethics, evidence, contextual factors and client perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.2 Applies ethical principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.3 Takes responsibility for decisions and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.6 Maintains a client-centered focus.

Performance Indicators	C	D	NA
1.6.1 Respects client rights, dignity and uniqueness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.2 Determines client perspectives and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.3 Integrates client perspectives and needs into practice activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.4 Identifies services and resources relevant to client needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.7 Manages time and workload effectively.

Performance Indicators	C	D	NA
1.7.1 Prioritizes professional activities and meet deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.2 Manages time and workload on a day to day basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.8 Uses technologies to support practice.

Performance Indicators	C	D	NA
1.8.1 Uses appropriate technology applications to seek and manage information relevant to practice. <i>May include: software, multimedia, web casts, videoconferencing, electronic charting, etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.9 Ensures appropriate and secure documentation.

Performance Indicators	C	D	NA
1.9.1 Documents relevant information accurately and completely, in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.2 Maintains security and confidentiality of records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.3 Applies organizational requirements for record keeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.4 Documents in accordance with legal and organizational requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.10 Assesses and enhances approaches to dietetic practice.

Performance Indicators	C	D	NA
1.10.1 Reflects on and evaluates own current practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.2 Assesses quality of services provided and identifies opportunities for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.3 Recognizes the importance of new knowledge to support or enhance practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.4 Seeks new knowledge that may support or enhance practice activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.5 Proposes modifications to increase the effectiveness of practice activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.6 Engages in activities to gain new knowledge, skills and behaviors to meet professional competence goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.7 Applies new knowledge, skills and behaviors to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.11 Contributes to advocacy efforts related to nutrition and health.

Performance Indicators	C	D	NA
1.11.1 Identifies and participates in advocacy opportunities and activities in dietetic practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.2 Identifies and participates in opportunities for advocacy relevant to practice setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 1.12 Applies current research and evidence based practice findings into services provided.

Performance Indicators	C	D	NA
1.12.1 Evaluates current research and evidence based practice findings to determine the reliability and credibility of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12.2 Determines applicability of current research and evidence based practice findings to practice setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12.3 Applies research and evidence based practice findings to improve practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2: Communication and Collaboration

Communicate effectively and practice collaboratively.

This standard applies for all members.

Competency 2.1 Selects appropriate communication approaches.

Performance Indicators	C	D	NA
2.1.1 Identifies and addresses barriers to communication. <i>May include: literacy issues, cultural issues, lack of understanding, interruptions, physical distractions, fear, etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.2 Adapts communication style to meet needs and level of understanding of individuals and groups. <i>May include: face-to-face, telephone, group meeting, letter/memo, e-mail, etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.3 Uses appropriate medical, dietetics and practice setting-related terminology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 2.2 Uses effective written communication skills.

Performance Indicators	C	D	NA
2.2.1 Edits written material for style, spelling and grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.2 Writes clearly and concisely, in a manner responsive to the needs of the reader(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.3 Writes in an organized and logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.4 Provides accurate and relevant information in written material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.5 Ensures that written material facilitates communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.6 Adapts written materials to meet needs and level of understanding of individuals and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 2.3 Uses effective oral communication skills.

Performance Indicators	C	D	NA
2.3.1 Speaks clearly and concisely, in a manner responsive to the needs of the listener(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.2 Uses appropriate tone of voice and body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3 Recognizes and responds appropriately to non-verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.4 Facilitates two way communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 2.4 Uses effective interpersonal skills.

Performance Indicators	C	D	NA
2.4.1 Communicates in a respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.2 Communicates empathically and demonstrates empathy to clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.3 Establishes rapport in communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.4 Applies counselling principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.5 Applies principles of negotiation and conflict management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Indicators	C	D	NA
2.4.6 Seeks effective ways to respond and provide feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.7 Uses active listening techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 2.5 Contributes to the learning of others.

Performance Indicators	C	D	NA
2.5.1 Assesses the prior knowledge and learning needs of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.2 Selects and implements appropriate educational strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.3 Selects learning resources and their appropriate use in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.4 Develops learning resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.5 Establishes and assesses learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.6 Develops and delivers effective group educational sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 2.6 Contributes productively to teamwork and collaborative processes.

Performance Indicators	C	D	NA
2.6.1 Contributes to dietetics knowledge in collaborative practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6.2 Uses expertise of other health care providers as it is a key element in dietetic practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6.3 Facilitates interactions and discussions among team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6.4 Contributes to shared decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3: Nutrition Care

Provide services to meet the nutrition-care needs of individuals.

This standard applies to all members practicing in the area of client care.

Competency 3.1 Assesses nutrition-related risks and needs.

Performance Indicators	C	D	NA
3.1.1 Uses appropriate nutrition risk screening strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2 Identifies relevant assessment data to collect to perform a nutrition assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.3 Obtains perspective of client, family or relevant others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.4 Obtains and interprets relevant medical, demographic, psycho-social and health behavior history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5 Obtains and interprets food and nutrient intake data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.6 Identifies client learning needs related to food and nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.7 Obtains and interprets anthropometric data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.8 Obtains and interprets biochemical data and results from medical tests and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.9 Obtains and interprets information from mealtime / feeding observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Indicators	C	D	NA
3.1.10 Identifies signs and symptoms of nutrient deficiencies or excesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.11 Obtains and interprets nutrition-focused physical observation data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.12 Identifies signs and symptoms of dysphagia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.13 Identifies chewing, swallowing and feeding problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.14 Performs calculations to determine nutritional requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.15 Identifies methods to integrate assessment findings and identify nutrition problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.16 Integrates assessment findings to identify nutrition problem(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 3.2 Develops nutrition care plans.

Performance Indicators	C	D	NA
3.2.1 Prioritizes nutrition care goals based upon risk and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2 Selects appropriate nutrition interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.3 Selects appropriate textural and therapeutic diet modifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.4 Develops or modifies meal plans based on client's nutrition needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.5 Determines supplementation needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.6 Develops and implements strategies for disease prevention and management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.7 Determines appropriate formula and feeding route for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.8 Develops clients support and educational plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.9 Selects appropriate strategies for monitoring and assessment of nutrition care plan outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 3.3 Manages implementation of nutrition care plans.

Performance Indicators	C	D	NA
3.3.1 Identifies ways to implement nutrition interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.2 Implements nutrition interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.3 Identifies the roles of team members in supporting the implementation of a care plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.4 Identifies strategies to communicate nutrition care plan with client, interprofessional team and relevant others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.5 Coordinates implementation of care plan with client, interprofessional team and relevant others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.6 Provides nutrition education and counselling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 3.4 Evaluates and modify nutrition care plan as appropriate.

Performance Indicators	C	D	NA
3.4.1 Evaluates client progress in achieving plan outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.2 Identifies factors impacting the achievement of outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Indicators	C	D	NA
3.4.3 Identifies necessary changes to nutrition care plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.4 Implements changes to nutrition care plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4: Population and Public Health

Promote the nutrition health of groups, communities and populations.

This standard applies to all members practicing in the area of community and population health.

Competency 4.1 Assesses food and nutrition related issues of groups, communities and populations.

Performance Indicators	C	D	NA
4.1.1 Identifies information needed to assess food and nutrition-related issues of a group, community or population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.2 Obtains and interprets food and nutrition surveillance, monitoring and intake data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.3 Obtains and interprets health status data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.4 Obtains and interprets information relating to the determinants of health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.5 Obtains and interprets information related to food systems and food practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.6 Identifies relevant group, community or population assets and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.7 Integrates assessment findings to identify priorities for population health approaches related to food and nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 4.2 Develops population health plan.

Performance Indicators	C	D	NA
4.2.1 Identifies appropriate goals and objectives for population health related to food and nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.2 Identifies appropriate strategies to meet goals and objectives for population health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.3 Develops action plan for population health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.4 Identifies strategies and timelines to monitor and evaluate effectiveness of action plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 4.3 Implements population health plan.

Performance Indicators	C	D	NA
4.3.1 Contributes to the coordination and delivery of population health activities related to food and nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 4.4 Evaluates and modifies population health plan as appropriate.

Performance Indicators	C	D	NA
4.4.1 Contributes to evaluating the effectiveness of population health activities for a group, community or population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.2 Proposes modifications to population health activities to increase effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.3 Evaluates effectiveness and recommends improvements for community based food and nutrition programs/services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard of Practice 5: Management

Manage programs, projects and services related to dietetics.

This standard applies to all members practicing in the area of management.

Competency 5.1 Assesses strengths and needs of programs and services related to dietetics.

Performance Indicators	C	D	NA
5.1.1 Utilizes strategic and operational planning principles to analyze goals, objectives and activities of programs or services related to dietetics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.2 Identifies relevant assessment information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.3 Obtains and interprets stakeholder perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.4 Obtains and interprets financial information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.5 Obtains and interprets relevant standards and compliance information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.6 Obtains and interprets nutritional, cultural, physical and other demographic client information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.7 Obtains and interprets stakeholder satisfaction information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.8 Obtains and interprets human resource management information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.9 Obtains and interprets technical / equipment resources information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.10 Analyzes or integrates information to develop goals and objectives for food and nutrition services and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 5.2 Manages programs and projects.

Performance Indicators	C	D	NA
5.2.1 Identifies appropriate goals and objectives for a program or project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.2 Identifies strategies to meet goals and objectives for a program or project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.3 Develops an action plan for a program or project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.4 Develops a budget for a program or project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.5 Contributes to a marketing plan for a program, event, or product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.6 Coordinates implementation of an action plan for a program or project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.7 Provides orientation and direction to staff or volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.8 Provides training or education to staff or volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Indicators	C	D	NA
5.2.9 Contributes to staff or volunteer recruitment activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.10 Contributes to organizational planning or development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.11 Develops a plan to monitor expenditures, equipment and materials usage relative to budget and activity plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 5.3 Manages food services.

Performance Indicators	C	D	NA
5.3.1 Identifies the food service needs of a client group based upon their nutritional, cultural and physical characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.2 Identifies human, financial, technical and equipment resources required for the provision of food services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.3 Creates and modifies menus using menu planning principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.4 Contributes to purchasing, receiving, storage, inventory control, and disposal activities for food products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.5 Contributes to food production and distribution activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.6 Contributes to improvement initiatives related to food services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.7 Contributes to activities related to compliance with health and safety requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.8 Demonstrates knowledge of approaches to marketing food service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 2 – Learning Goals

Your learning goals are based on the results of your self-assessment which identify areas of practice needing updates on your knowledge and skills to meet specific Performance Indicators within the adapted NBAD Standards of Practice and Essential Competencies for Dietetic Practice.

Your self-assessment may reveal several Performance Indicators for further development. Although, two learning goals are required to be submitted annually for auditing purposes, NBAD recognizes that members achieve more than two learning goals per year.

Key points to remember about your learning goals

- Goals must be completed within the CCP year.
- Goals must be written as SMART goals (see *How to create SMART goals*).
- Goals must relate to enhancing knowledge and skills in a specific area related to dietetic practice. Goals should not be to complete a work related task (for example, leading a committee is a task related goal, not a learning goal).
- Goals are not based on waiting for an activity (for example, a conference). The CCP is about **planning ahead** to enhance learning and hence competence.
- Goals may change throughout the year; select a new learning goal(s) related to other Performance Indicators that were identified for further development.



How to create SMART goals

Use the SMART goal description below to help guide you when writing your learning goals.

Specific – Explain what you will learn and why.

Measurable – What will your outcome of this learning activity be? Once your learning goal is reached, how will you measure or evaluate what you have learnt?

Achievable – Be specific of how you will learn (i.e. course, webinar, journals, etc.).

Realistic – How does it relate to your dietetic practice and is it realistic for the timeframe given?

Timely – Set a timeline for when the goal should be achieved.

Step 3 – Activity Log

After determining your learning goals, you must plan activities in order to achieve your goals throughout the upcoming year. You may find it helpful to consider the following in order to identify how your practice will be affected or enhanced:

- Skills you will be able to demonstrate
- Your ability to act as a resource person
- Items you will develop (presentations, resource materials, etc.)
- Reports you will write
- Presentations you will deliver
- Recommendations you will be able to make

An important element of your CCP Workbook involves keeping track of your learning activities on an ongoing basis by completing your *Activity Log* and collecting supporting documentation. **Your learning activities must be completed during the CCP year (April 1 to March 31). The month of March is considered a transition month and learning activities completed in March can be used towards your learning goals for the current CCP year or your learning goals for the following CCP year.**

Learning activities may include, but are not limited to the following:

- Journal club / study group
- Courses / residency
- Case studies / rounds
- Networking / discussion groups
- Professional group activities / meetings / committee work
- Self-directed research / journal reviews
- Conferences / workshops / education sessions
- Job shadowing
- Consultation with other health professionals / peers
- Hands-on experience



How to keep an activity log

- Complete the *Activity Log* and list all of your learning activities related to your learning goals. List your additional learning activities that are not related to your current learning goals in the *Appendix A – Additional Activity Log*.
- In the event of having to revise your learning goals, keeping a list of all your learning activities throughout the year will assist you in identifying other goals that you achieved.
- We encourage you to reflect on your learning activities. Reflection is a purposeful activity in which you analyze experiences or skills in order to learn and improve dietetic practice. You can keep a reflection journal where you note learning experiences.

Here are some points to help you guide through your reflection on your learning activities¹:

Description – What was your learning activity?

Feelings – What were you thinking and feeling?

Evaluation – What was good and bad about the experience / learning activity?

Analysis – What did the experience / learning activity bring you?

Conclusion – What have you learned? How else you could have responded to the experience?

Action Plan – How will the experience / learning activity affect your future practice?

¹Adapted from University of Birmingham Library Services Academic Skills Centre. A short guide to reflective writing; 2015. Available from: <https://intranet.birmingham.ac.uk/as/libraryservices/library/skills/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

Supporting Documentation

One of the program requirements is that you are able to prove your learning activities related to your identified learning goals by providing supporting documentation in the event of an audit.

Supporting documentation may include, but are not limited to the following:

- Copies of certificates
- Copies of the overview of the programs (learning objectives or topics covered)
- Copies of receipts
- Copies of email confirmation of reservation / attendance
- Copies of or print screen / screen shots of main webpages of Internet sites consulted (not only the weblinks)
- Copies of abstracts to journal articles
- References to other learning sources (focus group notes, book cover and table of contents, webinar screen shot, etc.)
- Hands-on learning activities journal (list of activities completed, mentoring activities, ongoing self-reflection, etc.)
- Letter from immediate supervisor confirming hands-on learning activities completed



How long are you required to retain the CCP supporting documentation?

NBAD may request to review your CCP supporting documentation at any time. Keep them for a **minimum of five years. You are responsible for the retention of your documentation.**

Step 4 – Self-Reflection

When completing this step, you are required to reflect on the impact that your learning activities have had and will have on your practice and enhancement of competence.



How to complete a self-reflection

- Describe an overview of the new knowledge / skills acquired.
- Describe how the knowledge / skill was applied in practice and how practice and competence as a Registered Dietitian has been enhanced. If you were not able to apply your new knowledge / skill, describe how it will impact your practice in the future.
- Describe how working on this Performance Indicator and goal influenced your practice or will influence your practice?
- Describe how you know you are more competent in your practice?
- If you already applied your knowledge / skill, describe the kinds of feedback have you received that helps you to know you are more competent, and from whom have you received the feedback?

Continuing Competence – Learning Goal 1

Member Name:

CCP Year:

NBAD Registration Number:

Identify Learning Goal 1

1. How did you identify your learning goal?

2. What knowledge, skills or competencies do you need or want to learn?

Be specific; your answer should focus on the concrete knowledge and/or skills you need to learn to achieve your goal. For example:

- What specific knowledge or skills do you need to learn in order to address feedback you have received, to successfully complete a new work project, or to get hired in a new job?
- What specific knowledge or skills do you want to improve as a result of your self-reflection?
- What specific knowledge or skills will you gain from this education/learning opportunity and how does it relate to your practice?
- What knowledge or skills do you need to gain or improve to pass the Canadian Dietetic Registration Examination (CDRE)?

3. How will the learning help maintain your competency as a dietitian?

Using the results of your Self-Assessment from Step 1, identify the practice standard, competency, and performance indicator that will be addressed through this learning goal.

This Continuing
Competence Goal
relates to:

- ☐ Standard 1: Professional Practice
☐ Standard 2: Communication and
Collaboration
☐ Standard 3: Nutrition Care
☐ Standard 4: Population and Public
Health
☐ Standard 5: Management

Competency Number:

Performance Indicator Number:

(refer to Step 1 – *Self Assessment
Tool*)

4. What learning activities have you planned/considered to address this learning goal?

Check all the boxes that apply.

☐ Journal Club/Study Group

☐ Consultation with other health professionals/peers

☐ Case Studies/rounds

☐ Conferences/workshops/educational sessions

☐ Networking/discussion Groups

☐ Other

☐ Courses/Residency

☐ Professional Group

Activities/meetings/committee work

☐ Self-directed research/journal reviews

☐ Job shadowing

☐ Hands-on Experiences

If you choose "Other" – provide details ()

5. When will you complete the learning activities for this learning goal? Choose an item.

6. What have you considered to ensure your goal is realistic and can be achieved during the renewal year? Check all the boxes that apply.

☐ **Finances** - what are the costs; are you seeking funding (e.g., from your employer or another source); can you pay the costs if funding is not available?

☐ **Timing of activities** – will activities be during work time or personal time; scheduled course/event or self-paced; does timing conflict with any work or personal commitments or deadlines?

☐ **Workload** - how much work/time is required to complete the proposed activity; can you complete the required workload in the CCP/Renewal year?

☐ **Approvals** – do you need approval (e.g., for funding or time off)? Has approval been granted?

☐ **Other factors**

Activity Log for Learning Goal 1

Date	Description of learning activity	Type of supporting documentation

Self-Reflection for Learning Goal 1

1. To what extent has your learning affected your professional growth? Check all that apply.

- | | |
|--|--|
| <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 or updated knowledge / skill / competence |
| <input type="checkbox"/> Improved communication skills | <input type="checkbox"/> Review or reinforcement of knowledge |
| <input type="checkbox"/> Change in perception, understanding, awareness, insight or philosophy | <input type="checkbox"/> Professional skills developed |
| <input type="checkbox"/> Identified further need for information or action | |

2. Describe an overview of the new knowledge / skills acquired: [Click or tap here to enter text.](#)

3. Describe how the knowledge / skill was or will be applied in your practice (if the learning will not impact your practice, explain why): [Click or tap here to enter text.](#)

4. Describe how your practice and competence as a Registered Dietitian have been enhanced by this learning goal: [Click or tap here to enter text.](#)

Continuing Competence – Learning Goal 2

Member Name: Click or tap here to enter text.

CCP Year: Click or tap here to enter text.

NBAD Registration Number: Click or tap here to enter text.

Identify Learning Goal 2

1. How did you identify your learning goal? Choose an item.

2. What knowledge, skills or competencies do you need or want to learn?

Click or tap here to enter text.

Be specific; your answer should focus on the concrete knowledge and/or skills you need to learn to achieve your goal. For example:

- What specific knowledge or skills do you need to learn in order to address feedback you have received, to successfully complete a new work project, or to get hired in a new job?
- What specific knowledge or skills do you want to improve as a result of your self-reflection?
- What specific knowledge or skills will you gain from this education/learning opportunity and how does it relate to your practice?
- What knowledge or skills do you need to gain or improve to pass the Canadian Dietetic Registration Examination (CDRE)?

3. How will the learning help maintain your competency as a dietitian?

Using the results of your Self-Assessment from Step 1, identify the practice standard, competency, and performance indicator that will be addressed through this learning goal.

This Continuing
Competence Goal
relates to:

- ☐ Standard 1: Professional Practice
☐ Standard 2: Communication and
Collaboration
☐ Standard 3: Nutrition Care
☐ Standard 4: Population and Public
Health
☐ Standard 5: Management

Competency Number:

Performance Indicator Number:

(refer to Step 1 – *Self Assessment
Tool*)

4. What learning activities have you planned/considered to address this learning goal?

Check all the boxes that apply.

- | | |
|---|---|
| <input type="checkbox"/> Journal Club/Study Group | <input type="checkbox"/> Courses/Residency |
| <input type="checkbox"/> Consultation with other health professionals/peers | <input type="checkbox"/> Professional Group
Activities/meetings/committee work |
| <input type="checkbox"/> Case Studies/rounds | <input type="checkbox"/> Self-directed research/journal reviews |
| <input type="checkbox"/> Conferences/workshops/educational sessions | <input type="checkbox"/> Job shadowing |
| <input type="checkbox"/> Networking/discussion Groups | <input type="checkbox"/> Hands-on Experiences |
| <input type="checkbox"/> Other | |

If you choose "Other" – provide details (Click or tap here to enter text.)

5. When will you complete the learning activities for this learning goal? Choose an item.

6. What have you considered to ensure your goal is realistic and can be achieved during the renewal year? Check all the boxes that apply.

☐ **Finances** - what are the costs; are you seeking funding (e.g., from your employer or another source); can you pay the costs if funding is not available?

☐ **Timing of activities** – will activities be during work time or personal time; scheduled course/event or self-paced; does timing conflict with any work or personal commitments or deadlines?

☐ **Workload** - how much work/time is required to complete the proposed activity; can you complete the required workload in the CCP/Renewal year?

☐ **Approvals** – do you need approval (e.g., for funding or time off)? Has approval been granted?

☐ **Other factors**

Activity Log for Learning Goal 2

Date	Description of learning activity	Type of supporting documentation

Self-Reflection for Learning Goal 2

1. To what extent has your learning affected your professional growth? Check all that apply.

- | | |
|--|--|
| <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 or updated knowledge / skill / competence |
| <input type="checkbox"/> Improved communication skills | <input type="checkbox"/> Review or reinforcement of knowledge |
| <input type="checkbox"/> Change in perception, understanding, awareness, insight or philosophy | <input type="checkbox"/> Professional skills developed |
| <input type="checkbox"/> Identified further need for information or action | |

2. Describe an overview of the new knowledge / skills acquired: [Click or tap here to enter text.](#)

3. Describe how the knowledge / skill was or will be applied in your practice (if the learning will not impact your practice, explain why): [Click or tap here to enter text.](#)

4. Describe how your practice and competence as a Registered Dietitian have been enhanced by this learning goal: [Click or tap here to enter text.](#)

Quality Assurance Audit Process

Each registration year, to ensure members are compliant with the CCP, 20% of members shall be selected randomly for audit of their competence program. Please review carefully the audit process as per NBAD Policy 8.1.2:

Members complete CCP submission as part of online renewal (March 1-31). CCP submission includes a list of supporting documents to confirm learning activities reported for the previous year.

NBAD office will notify each member selected for audit on April 1 (via email).

Members selected for the audit provide copies of all supporting documents listed in their CCP submission as part of the evaluation of last year's learning goals by May 1.

The Quality Assurance Committee accesses members' online CCP submission and supporting documents to confirm that their submission meets the requirements in policy 8.1.2.

Members will receive a letter by email from NBAD indicating the outcome of the audit and if any further action is required by July 1.

Summary

- i** 1. When selecting a goal, choose only one Performance Indicator from your self-assessment to base each goal around.
- 2. Ensure your goal is a learning goal.
- 3. Write your goal with SMART characteristics in mind.
- 4. Complete learning activities within the CCP year (April 1 to March 31). Learning activities completed in March may be counted towards learning goals from the previous year or the upcoming year.
- 5. During reflection, please be clear and concise in your writing. Avoid the use of acronyms or terms that may not be understood by others.
- 6. Ensure your goals and learning activities are not job related duties or responsibilities.
- 7. Between March 1 and March 31, transfer relevant information from the CCP Workbook to the online CCP submission fields when renewing registration.
- 8. Retain your completed CCP supporting documentation for a minimum of five years.

Need help?

Please submit your questions to registrar@adnb-nbad.com.

Examples of coaching and assistance offered:

- Advice on writing learning goals
- Advice on identifying learning needs and outcomes
- Advice on writing self-reflection
- Explanation on the CCP submission and audit process

Additional Resources Available on the [NBAD Website \("Members" tab → "Continuing Competence Program"\):](#)

- CCP Frequently Asked Questions
- Guide to Writing SMART Learning Goals
- Learning Activity Examples
- Supporting Documents Examples
- CCP Timelines

Appendix A – Additional Activity Log

Use this table to keep track of your additional learning activities throughout the continuing competence year.

[illegible]