

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.

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| --- | --- |
|  | **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

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.

Step 4 – Self-Reflection on last year’s goals
Step 1 – Self-Assessment for current year
Step 2 – Learning Goals for current year

Audit Process

Step 3 – Activity Log for current goals

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 PracticeStandard 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 **ʺclientʺ** 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.*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.* | [ ]  | [ ]  | [ ]  |
| **1.1.2** Practices in compliance with regulatory scope of practice, standards of practice and codes of ethics. | [ ]  | [ ]  | [ ]  |
| **1.1.3** Maintains client integrity, confidentiality and privacy. | [ ]  | [ ]  | [ ]  |
| **1.1.4** Obtains informed consent as required prior to providing services. | [ ]  | [ ]  | [ ]  |
| **1.1.5** Provides services considering the best interests of the individual and his needs. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **1.2.2** Practices in compliance with applicable policies and directives specific to practice settings. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **1.3.2** Addresses situations beyond personal capacity by consultation, referral, or further learning. | [ ]  | [ ]  | [ ]  |

**Competency 1.4 Addresses professional development needs.**

| **Performance Indicators** | **C** | **D** | **NA** |
| --- | --- | --- | --- |
| **1.4.1** Does self-assessment to identify learning needs. | [ ]  | [ ]  | [ ]  |
| **1.4.2** Develops and pursue a learning plan. | [ ]  | [ ]  | [ ]  |
| **1.4.3** Integrates learning into practice. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **1.5.2** Applies ethical principles. | [ ]  | [ ]  | [ ]  |
| **1.5.3** Takes responsibility for decisions and actions. | [ ]  | [ ]  | [ ]  |

**Competency 1.6 Maintains a client-centered focus.**

| **Performance Indicators** | **C** | **D** | **NA** |
| --- | --- | --- | --- |
| **1.6.1** Respects client rights, dignity and uniqueness. | [ ]  | [ ]  | [ ]  |
| **1.6.2** Determines client perspectives and needs. | [ ]  | [ ]  | [ ]  |
| **1.6.3** Integrates client perspectives and needs into practice activities. | [ ]  | [ ]  | [ ]  |
| **1.6.4** Identifies services and resources relevant to client needs. | [ ]  | [ ]  | [ ]  |

**Competency 1.7 Manages time and workload effectively.**

| **Performance Indicators** | **C** | **D** | **NA** |
| --- | --- | --- | --- |
| **1.7.1** Prioritizes professional activities and meet deadlines. | [ ]  | [ ]  | [ ]  |
| **1.7.2** Manages time and workload on a day to day basis. | [ ]  | [ ]  | [ ]  |

**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. *May include: software, multimedia, web casts, videoconferencing, electronic charting, etc.* | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **1.9.2** Maintains security and confidentiality of records. | [ ]  | [ ]  | [ ]  |
| **1.9.3** Applies organizational requirements for record keeping. | [ ]  | [ ]  | [ ]  |
| **1.9.4** Documents in accordance with legal and organizational requirements. | [ ]  | [ ]  | [ ]  |

**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.  | [ ]  | [ ]  | [ ]  |
| **1.10.2** Assesses quality of services provided and identifies opportunities for improvement. | [ ]  | [ ]  | [ ]  |
| **1.10.3** Recognizes the importance of new knowledge to support or enhance practice. | [ ]  | [ ]  | [ ]  |
| **1.10.4** Seeks new knowledge that may support or enhance practice activities. | [ ]  | [ ]  | [ ]  |
| **1.10.5** Proposes modifications to increase the effectiveness of practice activities. | [ ]  | [ ]  | [ ]  |
| **1.10.6** Engages in activities to gain new knowledge, skills and behaviors to meet professional competence goals. | [ ]  | [ ]  | [ ]  |
| **1.10.7** Applies new knowledge, skills and behaviors to practice. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **1.11.2** Identifies and participates in opportunities for advocacy relevant to practice setting. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **1.12.2** Determines applicability of current research and evidence based practice findings to practice setting. | [ ]  | [ ]  | [ ]  |
| **1.12.3** Applies research and evidence based practice findings to improve practice. | [ ]  | [ ]  | [ ]  |

**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. *May include: literacy issues, cultural issues, lack of understanding, interruptions, physical distractions, fear, etc.* | [ ]  | [ ]  | [ ]  |
| **2.1.2** Adapts communication style to meet needs and level of understanding of individuals and groups.*May include: face-to-face, telephone, group meeting, letter/memo, e-mail, etc.* | [ ]  | [ ]  | [ ]  |
| **2.1.3** Uses appropriate medical, dietetics and practice setting-related terminology. | [ ]  | [ ]  | [ ]  |

**Competency 2.2 Uses effective written communication skills.**

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

**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). | [ ]  | [ ]  | [ ]  |
| **2.3.2** Uses appropriate tone of voice and body language. | [ ]  | [ ]  | [ ]  |
| **2.3.3** Recognizes and responds appropriately to non-verbal communication. | [ ]  | [ ]  | [ ]  |
| **2.3.4** Facilitates two way communications. | [ ]  | [ ]  | [ ]  |

**Competency 2.4 Uses effective interpersonal skills.**

| **Performance Indicators** | **C** | **D** | **NA** |
| --- | --- | --- | --- |
| **2.4.1** Communicates in a respectful manner. | [ ]  | [ ]  | [ ]  |
| **2.4.2** Communicates empathically and demonstrates empathy to clients. | [ ]  | [ ]  | [ ]  |
| **2.4.3** Establishes rapport in communication. | [ ]  | [ ]  | [ ]  |
| **2.4.4** Applies counselling principles. | [ ]  | [ ]  | [ ]  |
| **2.4.5** Applies principles of negotiation and conflict management. | [ ]  | [ ]  | [ ]  |
| **2.4.6** Seeks effective ways to respond and provide feedback. | [ ]  | [ ]  | [ ]  |
| **2.4.7** Uses active listening techniques. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **2.5.2** Selects and implements appropriate educational strategies. | [ ]  | [ ]  | [ ]  |
| **2.5.3** Selects learning resources and their appropriate use in practice. | [ ]  | [ ]  | [ ]  |
| **2.5.4** Develops learning resources. | [ ]  | [ ]  | [ ]  |
| **2.5.5** Establishes and assesses learning outcomes. | [ ]  | [ ]  | [ ]  |
| **2.5.6** Develops and delivers effective group educational sessions. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **2.6.2** Uses expertise of other health care providers as it is a key element in dietetic practice. | [ ]  | [ ]  | [ ]  |
| **2.6.3** Facilitates interactions and discussions among team members. | [ ]  | [ ]  | [ ]  |
| **2.6.4** Contributes to shared decision making. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **3.1.2** Identifies relevant assessment data to collect to perform a nutrition assessment. | [ ]  | [ ]  | [ ]  |
| **3.1.3** Obtains perspective of client, family or relevant others. | [ ]  | [ ]  | [ ]  |
| **3.1.4** Obtains and interprets relevant medical, demographic, psycho-social and health behavior history. | [ ]  | [ ]  | [ ]  |
| **3.1.5** Obtains and interprets food and nutrient intake data. | [ ]  | [ ]  | [ ]  |
| **3.1.6** Identifies client learning needs related to food and nutrition. | [ ]  | [ ]  | [ ]  |
| **3.1.7** Obtains and interprets anthropometric data. | [ ]  | [ ]  | [ ]  |
| **3.1.8** Obtains and interprets biochemical data and results from medical tests and procedures. | [ ]  | [ ]  | [ ]  |
| **3.1.9** Obtains and interprets information from mealtime / feeding observations. | [ ]  | [ ]  | [ ]  |
| **3.1.10** Identifies signs and symptoms of nutrient deficiencies or excesses. | [ ]  | [ ]  | [ ]  |
| **3.1.11** Obtains and interprets nutrition-focused physical observation data. | [ ]  | [ ]  | [ ]  |
| **3.1.12** Identifies signs and symptoms of dysphagia. | [ ]  | [ ]  | [ ]  |
| **3.1.13** Identifies chewing, swallowing and feeding problems. | [ ]  | [ ]  | [ ]  |
| **3.1.14** Performs calculations to determine nutritional requirements. | [ ]  | [ ]  | [ ]  |
| **3.1.15** Identifies methods to integrate assessment findings and identify nutrition problems. | [ ]  | [ ]  | [ ]  |
| **3.1.16** Integrates assessment findings to identify nutrition problem(s). | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **3.2.2** Selects appropriate nutrition interventions. | [ ]  | [ ]  | [ ]  |
| **3.2.3** Selects appropriate textural and therapeutic diet modifications. | [ ]  | [ ]  | [ ]  |
| **3.2.4** Develops or modifies meal plans based on client’s nutrition needs. | [ ]  | [ ]  | [ ]  |
| **3.2.5** Determines supplementation needs. | [ ]  | [ ]  | [ ]  |
| **3.2.6** Develops and implements strategies for disease prevention and management. | [ ]  | [ ]  | [ ]  |
| **3.2.7** Determines appropriate formula and feeding route for clients.  | [ ]  | [ ]  | [ ]  |
| **3.2.8** Develops clients support and educational plans. | [ ]  | [ ]  | [ ]  |
| **3.2.9** Selects appropriate strategies for monitoring and assessment of nutrition care plan outcomes. | [ ]  | [ ]  | [ ]  |

**Competency 3.3 Manages implementation of nutrition care plans.**

| **Performance Indicators** | **C** | **D** | **NA** |
| --- | --- | --- | --- |
| **3.3.1** Identifies ways to implement nutrition interventions. | [ ]  | [ ]  | [ ]  |
| **3.3.2** Implements nutrition interventions. | [ ]  | [ ]  | [ ]  |
| **3.3.3** Identifies the roles of team members in supporting the implementation of a care plan. | [ ]  | [ ]  | [ ]  |
| **3.3.4** Identifies strategies to communicate nutrition care plan with client, interprofessional team and relevant others. | [ ]  | [ ]  | [ ]  |
| **3.3.5** Coordinates implementation of care plan with client, interprofessional team and relevant others. | [ ]  | [ ]  | [ ]  |
| **3.3.6** Provides nutrition education and counselling. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **3.4.2** Identifies factors impacting the achievement of outcomes. | [ ]  | [ ]  | [ ]  |
| **3.4.3** Identifies necessary changes to nutrition care plan. | [ ]  | [ ]  | [ ]  |
| **3.4.4** Implements changes to nutrition care plan. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **4.1.2** Obtains and interprets food and nutrition surveillance, monitoring and intake data. | [ ]  | [ ]  | [ ]  |
| **4.1.3** Obtains and interprets health status data. | [ ]  | [ ]  | [ ]  |
| **4.1.4** Obtains and interprets information relating to the determinants of health. | [ ]  | [ ]  | [ ]  |
| **4.1.5** Obtains and interprets information related to food systems and food practices. | [ ]  | [ ]  | [ ]  |
| **4.1.6** Identifies relevant group, community or population assets and resources. | [ ]  | [ ]  | [ ]  |
| **4.1.7** Integrates assessment findings to identify priorities for population health approaches related to food and nutrition. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **4.2.2** Identifies appropriate strategies to meet goals and objectives for population health. | [ ]  | [ ]  | [ ]  |
| **4.2.3** Develops action plan for population health. | [ ]  | [ ]  | [ ]  |
| **4.2.4** Identifies strategies and timelines to monitor and evaluate effectiveness of action plan. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **4.4.2** Proposes modifications to population health activities to increase effectiveness. | [ ]  | [ ]  | [ ]  |
| **4.4.3** Evaluates effectiveness and recommends improvements for community based food and nutrition programs/services. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **5.1.2** Identifies relevant assessment information. | [ ]  | [ ]  | [ ]  |
| **5.1.3** Obtains and interprets stakeholder perspective. | [ ]  | [ ]  | [ ]  |
| **5.1.4** Obtains and interprets financial information. | [ ]  | [ ]  | [ ]  |
| **5.1.5** Obtains and interprets relevant standards and compliance information. | [ ]  | [ ]  | [ ]  |
| **5.1.6** Obtains and interprets nutritional, cultural, physical and other demographic client information. | [ ]  | [ ]  | [ ]  |
| **5.1.7** Obtains and interprets stakeholder satisfaction information. | [ ]  | [ ]  | [ ]  |
| **5.1.8** Obtains and interprets human resource management information. | [ ]  | [ ]  | [ ]  |
| **5.1.9** Obtains and interprets technical / equipment resources information. | [ ]  | [ ]  | [ ]  |
| **5.1.10** Analyzes or integrates information to develop goals and objectives for food and nutrition services and programs. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **5.2.2** Identifies strategies to meet goals and objectives for a program or project. | [ ]  | [ ]  | [ ]  |
| **5.2.3** Develops an action plan for a program or project. | [ ]  | [ ]  | [ ]  |
| **5.2.4** Develops a budget for a program or project. | [ ]  | [ ]  | [ ]  |
| **5.2.5** Contributes to a marketing plan for a program, event, or product. | [ ]  | [ ]  | [ ]  |
| **5.2.6** Coordinates implementation of an action plan for a program or project. | [ ]  | [ ]  | [ ]  |
| **5.2.7** Provides orientation and direction to staff or volunteers. | [ ]  | [ ]  | [ ]  |
| **5.2.8** Provides training or education to staff or volunteers. | [ ]  | [ ]  | [ ]  |
| **5.2.9** Contributes to staff or volunteer recruitment activities. | [ ]  | [ ]  | [ ]  |
| **5.2.10** Contributes to organizational planning or development activities. | [ ]  | [ ]  | [ ]  |
| **5.2.11** Develops a plan to monitor expenditures, equipment and materials usage relative to budget and activity plan. | [ ]  | [ ]  | [ ]  |

**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. | [ ]  | [ ]  | [ ]  |
| **5.3.2** Identifies human, financial, technical and equipment resources required for the provision of food services. | [ ]  | [ ]  | [ ]  |
| **5.3.3** Creates and modifies menus using menu planning principles. | [ ]  | [ ]  | [ ]  |
| **5.3.4** Contributes to purchasing, receiving, storage, inventory control, and disposal activities for food products. | [ ]  | [ ]  | [ ]  |
| **5.3.5** Contributes to food production and distribution activities. | [ ]  | [ ]  | [ ]  |
| **5.3.6** Contributes to improvement initiatives related to food services. | [ ]  | [ ]  | [ ]  |
| **5.3.7** Contributes to activities related to compliance with health and safety requirements. | [ ]  | [ ]  | [ ]  |
| **5.3.8** Demonstrates knowledge of approaches to marketing food service. | [ ]  | [ ]  | [ ]  |

# 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 goalsUse 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-refection, 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: Click or tap here to enter text. NBAD Registration Number: Click or tap here to enter text.**Identify Learning Goal 1**  | CCP Year: Click or tap here to enter text. |
| 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)?
 |
| 1. **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*) |

1. **What learning activities have you planned/considered to address this learning goal?** **Check all the boxes that apply.**

|  |  |
| --- | --- |
| [ ]  Journal Club/Study Group | [ ]  Courses/Residency |
| [ ]  Consultation with other health professionals/peers | [ ]  Professional Group Activities/meetings/committee work |
| [ ]  Case Studies/rounds | [ ]  Self-directed research/journal reviews |
| [ ]  Conferences/workshops/educational sessions | [ ]  Job shadowing  |
| [ ]  Networking/discussion Groups | [ ]  Hands-on Experiences |
| [ ]  Other If you choose “Other” – provide details (Click or tap here to enter text.) |

1. **When will you complete the learning activities for this learning goal?** Choose an item.
2. **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** |
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##

## Self-Reflection for Learning Goal 1

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

|  |  |
| --- | --- |
| [ ]  Developed program / process / product | [ ]  Improved work environment |
| [ ]  Enhanced accountability | [ ]  Increased confidence |
| [ ]  Enhanced critical thinking / decision making | [ ]  Increased or updated knowledge / skill / competence |
| [ ]  Improved communication skills | [ ]  Review or reinforcement of knowledge  |
| [ ]  Change in perception, understanding, awareness, insight or philosophy | [ ]  Professional skills developed |
| [ ]  Identified further need for information or action |  |

1. **Describe an overview of the new knowledge / skills acquired:** Click or tap here to enter text.
2. **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.
3. **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. NBAD Registration Number: Click or tap here to enter text.**Identify Learning Goal 2** | CCP Year: Click or tap here to enter text. |
| 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)?
 |
| 1. **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*) |

1. **What learning activities have you planned/considered to address this learning goal?** **Check all the boxes that apply.**

|  |  |
| --- | --- |
| [ ]  Journal Club/Study Group | [ ]  Courses/Residency |
| [ ]  Consultation with other health professionals/peers | [ ]  Professional Group Activities/meetings/committee work |
| [ ]  Case Studies/rounds | [ ]  Self-directed research/journal reviews |
| [ ]  Conferences/workshops/educational sessions | [ ]  Job shadowing  |
| [ ]  Networking/discussion Groups | [ ]  Hands-on Experiences |
| [ ]  Other If you choose “Other” – provide details (Click or tap here to enter text.) |

1. **When will you complete the learning activities for this learning goal?** Choose an item.
2. **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** |
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## Self-Reflection for Learning Goal 2

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

|  |  |
| --- | --- |
| [ ]  Developed program / process / product | [ ]  Improved work environment |
| [ ]  Enhanced accountability | [ ]  Increased confidence |
| [ ]  Enhanced critical thinking / decision making | [ ]  Increased or updated knowledge / skill / competence |
| [ ]  Improved communication skills | [ ]  Review or reinforcement of knowledge  |
| [ ]  Change in perception, understanding, awareness, insight or philosophy | [ ]  Professional skills developed |
| [ ]  Identified further need for information or action |  |

1. **Describe an overview of the new knowledge / skills acquired:** Click or tap here to enter text.
2. **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.
3. **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:

# Summary

|  |  |
| --- | --- |
|  | **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 1and 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"):**](http://www.adnb-nbad.com/ccp/)

* 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.

|  |  |  |
| --- | --- | --- |
| **Date** | **Description of learning activity** | **Type of supporting documentation** |
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