

CONTINUING COMPETENCY PROGRAM

An overview

Overview

- CCP overview
 - Specific learning goals
 - Learning log
 - Goal-related learning
 - 'Other' learning
 - One learning activity related to food and nutrition
- Professional portfolio
- Jurisprudence eLearning Module
- Auditing
- Questions



Specific Learning Goals



- Create TWO specific learning goals each year
- Goals should focus on learning, increasing knowledge and competence.
- Goals should **NOT** focus on carrying out a task.
 - **Example of job task:** Between April 2018 and March 2019, I am going to take a dietetic Intern.
 - **Example of job task:** Between April 2018 and March 2019, I am going to create a new dining standard in a LTC setting.
- Turning tasks goals into learning goals
 - **Example of learning goal:** Between April 2018 and March 2019, I am going to increase my knowledge and skills in the area of preceptorship.
 - **Example of learning goal:** Between April 2018 and March 2019, I am going increase my knowledge of best practices in dining standards relevant too a LTC setting.

Learning Log

- **Learning log components:**

- Learning activities and learning outcomes related to: **Goal #1 and #2**
- Include **'other'** learning activities and learning outcomes. Activities are independent of goals.
- Include at least one learning activity and learning outcome related to **'acts as a reliable source of food and nutrition'**.

- **What information should I include under learning activity and learning outcome?**

- **Learning activity:**

- Title of the learning activity, author or presenter, journal name, brief description of activity content, website, etc.

- **Learning outcome:**

- Identify any new knowledge obtained as a result of the activity, how new learning has been or will be incorporated into practice and how the incorporation of this new knowledge impacted current practice.

Goals and Learning Log

- **Goal #1:** Between April 2018 and March 2019, I am going to increase my knowledge and skills in the area of preceptorship.

| Date | Learning Activity | Related To | Learning Outcome |
|-----------------|--|------------|--|
| May 17, 2017 | Read a Dietitians of Canada article: Preceptoring. This article outlined what preceptoring is and why it is important. | Goals #1 | This article provided me with why providing thoughtful preceptorship is important to the student and profession. I gained an understanding of how to use good communication including active listening when interacting with an intern. I incorporated this new learning into practice when I provided preceptoring to my first intern in September 2017. I feel that this learning enhanced our communication and the interns overall placement experience. |
| May 17, 2017 | Reviewed Whose Problem is it Anyway?????? Responding to Intern Performance Issues https://www.dietitians.ca/Downloads/Public/whose_problem_is_it_anyway_lordly.aspx | Goal #1 | This document offered reasons why problems may arise within a preceptor/preceptee relationship and identified ways to improve this relationship. By reviewing this document prior to preceptoring my first intern, I was more knowledgeable of how to identify problems that could arise within this relationship and to choose actions identified in 'ways to improve this relationship' section of the document. I feel this helped me positively navigate my first experience in preceptorship |
| August 16, 2017 | Completed On-line Preceptor/Preceptee Education modules by Western University http://www.ipe.uwo.ca/preceptor/index.html | Goal #1 | These modules offered valuable information regarding quality/consistency of clinical placements, improve the communication skills specific to the adult learner and to reduce stress/anxiety frequently related to the preceptor/preceptee relationship. I incorporated these learnings into practice in September 2017 when I entered into my first preceptor role. I feel this new knowledge allowed me to better understand a preceptor/preceptee relationship and offered valuable tools which I used to provide an optimal learning environment for the intern. |

Goals and Learning Log continued...

Goal #2: Between April 2018 and March 2019, I will increase my knowledge of best practices in dining standards related to a LTC setting.

| Date | Learning Activity | Related To | Learning Outcome |
|---------------------------------|--|------------|--|
| July 7 th 2017 | Reviewed the dining practice standards by the Pioneer Network https://www.pioneernetwork.net/wp-content/uploads/2016/10/The-New-Dining-Practice-Standards.pdf | Goals #2 | Reviewing this document increased my understanding of client centered care in LTC. As a result of reviewing this document, I am now more knowledgeable regarding client centered care in the area of food service. As a result of this document, I have ordered more food items to be available on the unit level for resident if they would like more options at meals or snacks. |
| August 8 th , 2017 | Best Practices for Nutrition, Food Service and Dining in Long Term Care Homes – A working paper. Dietitians of Canada https://www.dietitians.ca/Downloads/Public/2013-Best-Practices-for-Nutrition,-Food-Service-an.aspx | Goal #2 | Reviewing this document increased my understanding of the various considerations when reviewing dining standards in our LTC facility. These include the need to continuously update meal cards with likes and dislikes, dishes or utensils required or desired by resident and any other practice that may enhance the residents dining experience. I have included many of the areas discussed into daily practice and have seen an improvement in resident enjoyment at meals. |
| October 20 th , 2017 | Met with residents and staff to discuss dining standards in our LTC facility. | Goal #2 | Meeting with residents and staff allowed me to gain a better understanding of the dining environment important to residents. This included: staff discussing resident care needs loudly across the dining room during meals; a high volume on the TV; and occasionally offered tea from traditional tea cups. This meeting increased my understanding of the practices important to residents during meals. By incorporating these items into meal time, resident have reported an improved dining experience. |

Goals and Learning Log continued...

Other learning activities (not goal related):

| Date | Learning Activity | Related To | Learning Outcome |
|---------------------------------|---|------------|--|
| November 6 th , 2017 | Understanding food hypersensitivity testing – Dietitians of Canada webinar. | Other | Through taking this webinar, I have increased my understanding of the common tests for identifying food sensitivity and how the tests are conducted, what they measure, the evidence behind them, and their clinical relevance. Following the webinar, I feel I have a better understanding of these tests and can better discuss their results and help clients sort through these results. |
| December 1 st , 2017 | Learning on demand - 'Food and fluid in sport' offered through Dietitians of Canada | Other | Increased knowledge of nutrition considerations to consider when engaging in sports, including sodium losses in competitive sport and how proper hydration is important for optimal performance. This has increased my understanding of the importance of fluid and electrolytes when engaging in competitive sports and the importance of meal composition and timing. I incorporated this new knowledge into practice when providing nutrition advice to a university sports team. |
| January 19, 2018 | Jurisprudence eLearning module: Modules completed on Self-Regulation, Registration, Protection of Title, Regulatory Tools, Code of Ethics, Privacy and Confidentiality, Consent for Treatment, Conflict of Interest, Scope of Practice, | Other | Increased understanding of professional standards, acts regulating dietetic practice, and the NSDA code of ethics. These learning modules allowed me to better understand my legal obligations as a dietitian. As a result of this learning, I have a better understanding of how to proceed when ethical dilemmas present themselves. |

Continuing Competency Program Audit

| | | | | | |
|--|---|---|---|--|--------------------------------------|
| Member #: | | | | | |
| Category | | Goal Evaluations | | | |
| Goal Evaluation | | There are 2 distinct goals. Score 2 | There is 1 distinct goal. Score 1 | /2 | |
| Goals are learning goals ¹ [If none of the goals are learning based, proceed directly to Learning Log Section and Score 0]. | | Goal #1 Score: ___/1 | Goal #2 Score: ___/1 | /2 | |
| Goals were <i>specific</i> | | Goal #1 Score: ___/1 | Goal #2 Score: ___/1 | /2 | |
| 1. Goals supports professional growth and development in your area of practice. Goals are not to be based on accomplishing job tasks (example meeting sales target) or based on attending a learning activity rather are focused on meeting a learning outcome. | | | | | Total score for this section: ___/6 |
| Category | | Learning Log | | | |
| Critical Reflection ¹ : Related to goal #1 | It is clearly evident how learning impacted practice or how learning will be integrated into practice. Score 10 | It is mostly evident how learning impacted practice or how learning will be integrated into practice. Score 8 | It is somewhat evident how learning impacted practice or how learning will be integrated into practice. Score 4 | It is not evident how learning impacted practice or how learning will be integrated into practice. Score 0 | /10 |
| Critical Reflection ¹ : Related to goal #2 | It is clearly evident how learning impacted practice or how learning will be integrated into practice. Score 10 | It is mostly evident how learning impacted practice or how learning will be integrated into practice. Score 8 | It is somewhat evident how learning impacted practice or how learning will be integrated into practice. Score 4 | It is not evident how learning impacted practice or how learning will be integrated into practice. Score 0 | /10 |
| Critical Reflection ¹ : Other ² Learning Activities not related to Goals | It is clearly evident how learning impacted practice or how learning will be integrated into practice. Score 10 | It is mostly evident how learning impacted practice or how learning will be integrated into practice. Score 8 | It is somewhat evident how learning impacted practice or how learning will be integrated into practice. Score 4 | It is not evident how learning impacted practice or how learning will be integrated into practice. Score 0 | /10 |
| At least one activity each year is related to Acts as a reliable source for current food and nutrition information | | | There is one activity related to food and nutrition Yes – 4 points | No – 0 points | /4 |
| 1. Critical Reflection is clearly evident in how learning impacted practice, or how learning will be integrated into practice. 2. Other learning activities are activities completed outside of the registrants' specified goals. Auditors are expected to assess if the registrant has completed 'other' learning and use discretion when scoring based on the amount of learning activities and critical reflection provided in the learning log. | | | | | Total score for this section: ___/34 |
| | | | | | Total Score: ___ / 40 |
| Auditors impression of overall CCP submission (please provide comments): (Consider if it is apparent that the registrant put time and effort into the submission, if they have sufficient learning activities for an annual learning log, if activities appear relevant to dietetic scope of practice. | | | | | |
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Additional CCP Resources

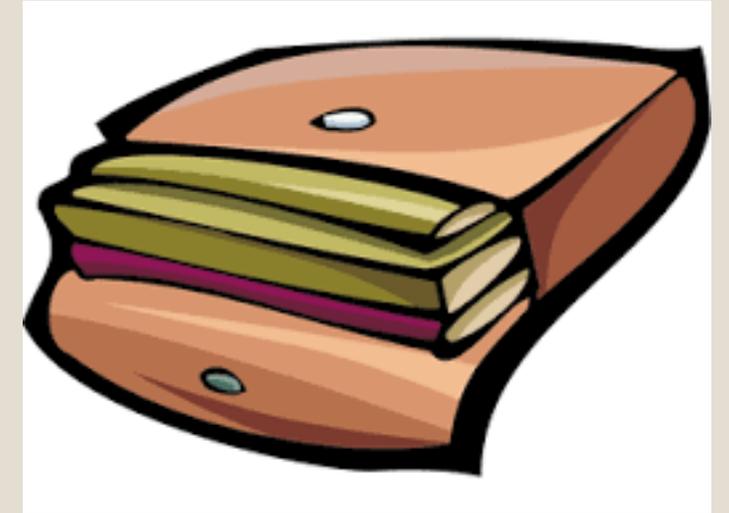
- [Continuing Competency Program Toolkit](#)
- [Critical Reflection as a Learning Activity.pdf](#)
- [Examples of SMART Learning Goals.pdf](#)
- [Q & A The learning Log.pdf](#)
- [Completing the CCP Tool While on LOA.pdf](#)
- [Q & A SMART learning goals.pdf](#)
- [CCP Resource1 Dietitians in non traditional roles.pdf](#)
- [Tools for Critical Reflection.pdf](#)
- [Decision Tree Framework.pdf](#)
- [Integrated Competencies for Dietetic Education and Practice](#)



Professional Portfolio

Table of Contents

| | |
|---|-----------|
| CURRENT RESUME₁ | Mandatory |
| POSITION DESCRIPTION₂ (if applicable) | Mandatory |
| LEARNING GOALS (two per year) | Mandatory |
| COPY OF DIETETIC REGISTRATION/LICENSE | Mandatory |
| COURSE CERTIFICATES (PROOF OF COMPLETION) (if applicable) | Mandatory |
| DOCUMENTATION OF WORKSHOPS ATTENDED and/or PRESENTED (if applicable) | Mandatory |
| Copy of Liability Insurance Certificate | Optional |
| Evidence of NSDA board or committee participation | Optional |
| Evidence of professional association involvement (e.g. Dietitians of Canada) | Optional |
| Employment performance evaluation | Optional |
| Evidence of peer review ₃ | Optional |
| Evidence of relevant volunteer activities | Optional |
| Evidence of critical reflection | Optional |
| Letters of reference | Optional |
| Achievements or awards | Optional |



NSDA registrants are required to maintain an up to date professional portfolio.

Jurisprudence eLearning Module



- Registrants are required to complete the Jurisprudence learning modules by March 31, 2018 and every 5 years thereafter.
- A successful completion is 100% or 89/89.

Would you like to volunteer as a CCP auditor?

Time commitment:

- 30-45 minutes for auditor training via webinar
- 5-10 hours for CCP auditing. between April 15th and May 30th 2018.





If you have additional questions or would like your CCP reviewed prior to renewal, please email me at:

aconnors@nsdassoc.ca