



## Completing the CCP When Employed in a Non-traditional Role

Dietitians in non-traditional roles often ask questions about setting learning goals. Below is guidance for dietitians who struggle with goal development due to their unique circumstances.

Dietitians working in roles not directly related to "the translation and application of food and nutrition to human health..." ([Dietitians Act, 2009](#)) may find it difficult to develop learning goals related to both dietetics and their current role. Often these dietitians set learning goals for both their workplace and the CCP. They have difficulty finding common ground and are therefore challenged to meet two sets of learning goals each year.

Dietetics is based on a broad range of competencies. Of the five categories of practice competencies outlined in [The Integrated Competencies for Dietetic Education and Practice](#), dietitians in non-traditional roles may find it helpful to reflect on three categories: Professional Practice, Communication and Collaboration, and Management. Dietitians who take a broad view of these competencies in relation to their area of work can develop one set of learning goals to meet both the regulatory body and employer requirements.

### **Sample SMART learning goal for a dietitian in medical sales**

Within the next year, I will enhance my understanding of conflict of interest as it pertains to the promotion of products to health professionals.

A potential learning outcome: Based on my learning, I will develop a guideline for the sales team that outlines how to ethically promote products while maintaining the integrity of the organization and ourselves as health care professionals.

Knowledge and skills related to the [Nutrition Care Process](#) are transferable to most any practice area. Learning goals can relate to assessment, planning, implementation, evaluation, and monitoring.

### **Sample SMART learning goal for a continuing care coordinator**

Within the next year, I will enhance my assessment skills by learning to use more open-ended questions.

A potential learning outcome: I will apply my new learning to revise the assessment forms my team uses with clients. An assessment with more open-ended questions will lead to a more comprehensive and accurate assessment.

A CCP requirement is to include at least one learning activity related to acting as a reliable source of current food and nutrition information.

Example of learning goal related to acting as a reliable source of current food and nutrition information:

*Within the next year, I will increase my understanding of the scientific evidence behind the health benefits associated with the intake of coconut.*

Questions? Contact Practice Advisor, Amanda Connors at [aconnors@nsdassoc.ca](mailto:aconnors@nsdassoc.ca)

Reference: College of Dietitians of Ontario (2006). Completing the SDL Tool for RDs in Atypical Situations. *Resume*.